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ABSTRACT

This document summarizes the second year accomplishments of Central Point School District Number 6's Title III project: Helping Eliminate Early Learning Disabilities. For purposes of evaluation, the project has been organized into three major components; Instructional; Development; and Management. Each component has product and process objectives. Within the present project, evaluation efforts have centered on individual project objectives, which concern (1) identification of children with deficient reading readiness, language development, and perceptual motor skills, (2) development of a course of instruction for these children, (3) development of training programs for aides and instructors in this program, and (4) development of a monitoring and evaluation scheme to ensure adherence to the first three objectives. The report discusses the rationale for the project, and describes the target population, as well as project operations and outcomes. It is concluded that the program accomplished most training and management objectives and developed a significant group of instructional materials. However, the majority of instructional objectives were not attained. It is suggested that this may be due to inappropriate goals, which should be reevaluated. (DP)

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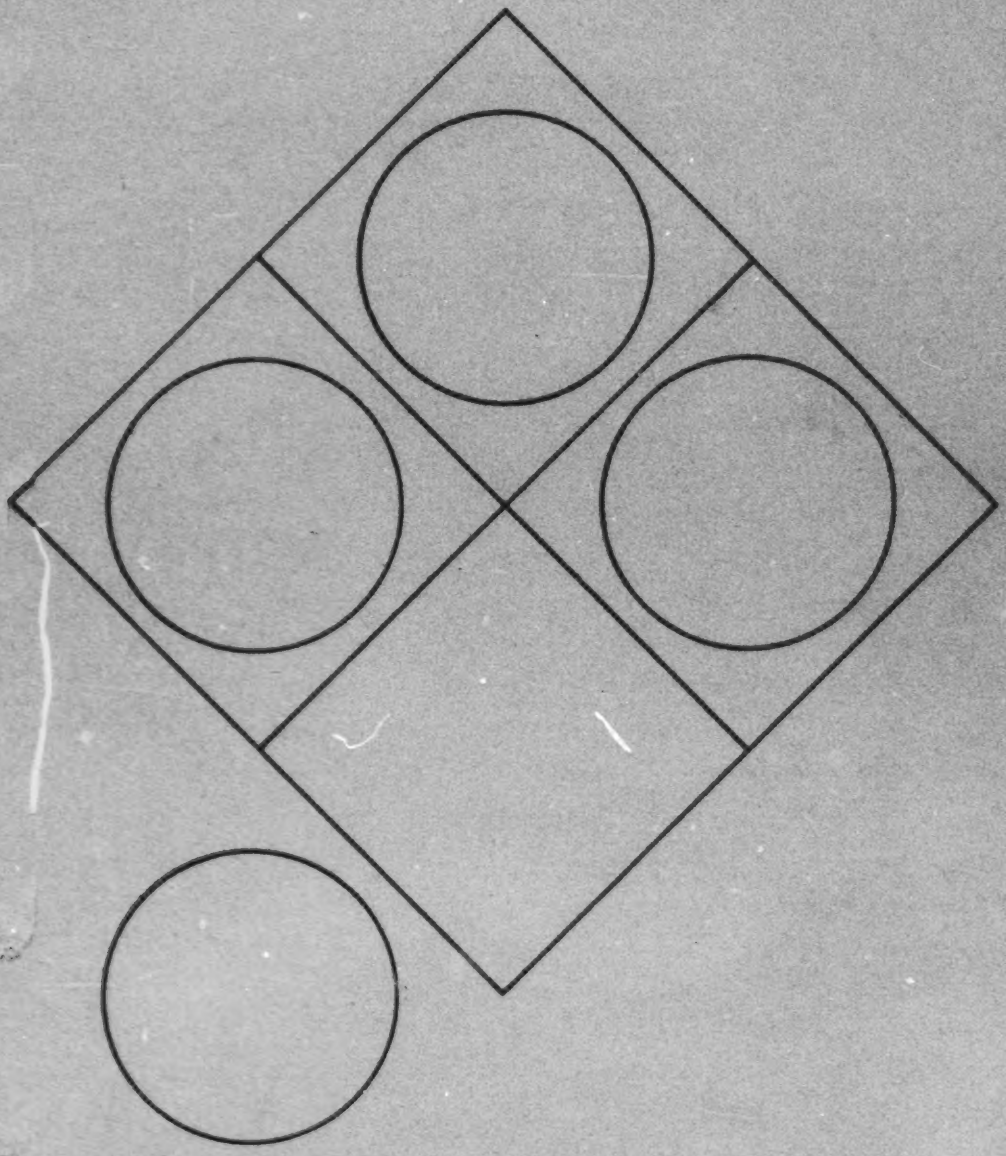
FINAL EVALUATION REPORT

Central Point School District No. 6
ESEA Title III

Helping Eliminate Early Learning Disabilities



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PROJECT H.E.E.L.D.

CENTRAL POINT SCHOOL DISTRICT NO. 6

ESEA TITLE III

HELPING ELIMINATE EARLY LEARNING DISABILITIES

FINAL EVALUATION REPORT

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July, 1973

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HELPING ELIMINATE EARLY LEARNING DISABILITIES

FINAL EVALUATION REPORT

1972-73

The purpose of the present document is to summarize the second year accomplishments of Central Point School District No. 6's Title III Project: Helping Eliminate Early Learning Disabilities. This report represents the fourth and final accomplishment report of the current year to be produced in behalf of Project H.E.E.L.D. by the Audit and Evaluation Section, Division of Technical Assistance Programs, Northwest Regional Educational Laboratory.

For purposes of evaluation, the Project has been organized into three major components, i.e., Instructional, Development and Management. Each of these components has product and process objectives. Within the present Project, evaluation efforts have centered about individual project objectives. Accordingly, the Evaluation Plan for Project H.E.E.L.D. (NWREL, August 1972) depicts the assessment technique to be employed relative to each Project objective. Data recording and/or data storage techniques have also been specified in the Evaluation Plan.

In attempting to provide for a more permanent form of Project documentation, a special data and record repository has been established at the Northwest Regional Educational Laboratory. The documents, records and data referenced in the present report have been deposited in the Audit and Evaluation Documentary File #2. Documentary File #2 can be made available for inspection upon request.

The present report has been organized according to the following topical outline:

I. Introduction to the Project
   - A. Project Rationale
   - B. Project Focus

II. Description of the Target Population
   - A. Selection of Children for Participation

III. Project Operations
   - A. Project Organization
   - B. Project Evaluation
   - C. Management Team
   - D. Project Staff
   - E. Training of Project Staff
   - F. Parental Participation
   - G. Chronology of Major Events

IV. Project Outcomes
   - A. Effect of the Program Upon Participants
   - B. Project Outputs
   - C. Informal Results
   - D. Status of Project Objectives

V. Conclusion

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July 1973

CHAPTER I

INTRODUCTION TO THE PROJECT

Part A: Project Rationale*

A high percentage of six year olds in District No. 6 are not ready to begin first grade instruction. Testing has shown that these six year olds are deficient in reading readiness, language development and perceptual motor skills. This is compounded by the fact that many of these students then go into a second year program having made little progress in the above mentioned areas.

Furthermore, the success of a student in school is directly related to his feelings about himself as a beginning learner. These children need an adapted program to meet their academic needs and to increase their chances for a successful school experience.

Part B: Project Focus*

Based upon the foregoing need, there is but one focus to Project H.E.E.L.D. That focus is to ensure that children will enter the first grade in the District with such a wide background of experience and training that a successful school experience will be mainly a matter of providing proper instruction at their level.

Working within this focus, the major tasks of the Project become:

1. Development of a means for identifying children who have deficiencies in reading readiness, language development and perceptual motor skills

* Excerpted, in part, from A Proposal for Title III (ESEA) funds, H.E.E.L.D., 1970.

2. Development of a course of instruction which will assist the Project children in overcoming their deficiencies

3. Development of a training protocol which will permit lay persons (i.e., aides) and instructors to implement the foregoing course of instruction

4. Development of a monitoring and evaluation scheme which will ensure adherence to the Project's course of instruction

CHAPTER II

DESCRIPTION OF THE TARGET POPULATION

School District No. 6 is located adjacent to the city of Medford, in Jackson County, Oregon. The three communities, Central Point, Sam's Valley and Gold Hill served by the District, are suburban and rural in composition with a large concentration of low socio-economic, culturally deprived families. A majority of the pupils served by the District live outside the corporate boundaries of Central Point and Gold Hill. Total District enrollment in grades 1-12 is about 3,950 pupils, in addition to the nearly 215 five year olds who comprise the target group for this Project.

Part A: Selection of Children for Project Participation

Five year old children who participated in the pre-school program were selected by means of parent-teacher-pupil interviews and testing in the home. Initially, parents of five year olds residing in the District were contacted by letter. Simultaneously, media announcements informed the public about the program. Home visits with potential participants and their parents followed; the Peabody Picture Vocabulary Test and the Bender-Gestalt Test were administered to children during follow-up visits.

The final selection of five year olds for Project participation was based on the following decision rules.

First priority for selection into the program was given to children who scored below 90 points on the Peabody Picture Vocabulary Test and had a Bender-Gestalt score of 17 and above.

The second priority for selection was given to children who scored either 90 points on the Peabody or 17 and above on the Bender.

The third priority for selection was given to children who evidenced physical needs, i.e., hearing loss, hyperactivity, speech impairment, lack of coordination, etc. Assessments in this category were made by Project staff members on the basis of personal observations during the home visit. A checklist procedure was used.

The fourth priority for selection was given to those first grade children who were recommended to the program by their school teachers or principals.

In all, some 107 five year olds were invited to participate in the Project and their parents were notified by November 1972. Final decisions regarding participants were made by the parents.

The mean achievement scores of the children who were selected to enter the program in November 1972 are presented in Table IA on page 7 . These scores provide part of the baseline against which comparisons will eventually be made. In addition, baseline data from the previous year has been included in Table IB.

TABLE IA
PROJECT H.E.E.L.D.

INITIAL MEAN ACHIEVEMENT SCORES BY TEST BY BOYS AND GIRLS, FOR 1972-73
CENTRAL POINT PARTICIPANTS

Group		Peabody Picture	APELL Total	Bender Gestalt	Frostig Eye-Hand	Frostig Figure Ground	Frostig Form Constancy	Frostig Position in Space	Frostig Spatial Relations
		Pretest	Pretest	Pretest	Pretest	Pretest	Pretest	Pretest	Pretest
Boys	N	60	61	61	61	61	61	61	61
	MN	101.01	38.41	19.84	9.88	9.18	10.13	9.67	10.38
	SD	13.80	4.50	3.90	2.26	2.82	3.22	2.16	1.74
Girls	N	33	33	33	33	33	33	33	33
	MN	96.81	39.09	19.81	10.00	9.36	9.33	9.55	9.97
	SD	13.67	4.77	3.17	2.40	2.07	3.19	1.98	1.70

TABLE IB

PROJECT H.E.E.L.D.

COMPARISON OF INITIAL MEAN ACHIEVEMENT SCORES BY TEST, BY BOYS AND GIRLS FOR 1971-72 AND 1972-73-CENTRAL POINT PROJECT PARTICIPANTS

Group		Peabody Picture Pretest		APELL-Total Pretest		Bender-Gestalt Pretest	
		1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
Boys	N	62	60	53	61	62	61
	MN	102.51	101.01	35.37	38.41	18.46	19.84
	SD	15.91	13.80	6.68	4.50	4.32	3.90
Girls	N	43	33	39	33	44	33
	MN	99.00	96.81	34.67	39.09	18.00	19.81
	SD	14.64	13.67	6.24	4.77	3.26	3.17

CHAPTER III

PROJECT OPERATIONS

In this section, major aspects of the Project operations are detailed. Specifically, the topics of Project Organization, Project Evaluation, Project Management Team, the Project Staff, Training of Staff, Parental Participation, and Chronology of Project Events are described.

Part A: Project Organization

As previously noted, the Project has been organized into three components. Each of the three components contains a variety of product and process objectives. In order to provide an overview of the Project, a summary of Project objectives has been prepared (See Table II).

TABLE II

OUTLINE OF PROJECT OBJECTIVES
ORGANIZED ACCORDING TO COMPONENT

Instructional Component

Project Objectives:

Major Objective - Percentage of children scoring D or E on Metropolitan Readiness Test declines

1a. Project students demonstrate at least C level on MRT

1b. Project students maintain MRT level from end of Project through Fall

2. Project students demonstrate MA growth on Peabody

3. Project students demonstrate growth on APELL

4. Project students demonstrate growth on Bender-Gestalt

5. Project students demonstrate growth on Frostig Tests

6. Project students attain on the average 1.9 years G.L.E. in reading at end of first grade

7. Project students attain on the average 2.9 years G.L.E. in reading at end of second grade

Process Objectives:

Teachers/aides provide the following instructional materials and processes on at least 80% of the instructional days

1. DISTAR Language on at least 80% of the instructional days

2. DISTAR Math on at least 80% of the instructional days

3. DISTAR Reading on at least 80% of the instructional days after reading instruction begins

4. Peabody language development materials on at least 20% of instructional days

5. Physical education activities on at least 90% of instructional days
6. Frostig developmental programs on at least 90% of instructional days
7. Taba techniques on at least 10% of instructional days
8. At least four social living units will be presented
9. Glasser class meeting techniques on at least 10% of the instructional days
10. Science: A Process Approach (at least once per week)
11. Four field trips will be held during the course of the year
    Field trips will focus on social living and service areas.
12. Summer maintenance packages will be provided for each child.
13. Based upon interim reports provided by parents, children will receive rewards for completion of two segments of the summer maintenance packages

Staff and Materials Development Component

Product Objectives:

1. Teachers prescribe behavior modification program for hypothetical case
2. Teachers demonstrate proper use of DISTAR teaching technique
3. Teachers conduct meetings based on Glasser model
4. Teachers develop revised social living curriculum
5. Teachers develop summer maintenance packages

Process Objectives:

1. Staff presents Physical Education workshop for Project teachers
2. Staff presents Music workshop for Project teachers
3. Staff presents Classroom Discipline workshop for Project teachers

Management Component

Product Objectives:

1. Project Management Team (PMT) compiles list of participating students
2. Coordinator and teachers assess and select participating students

3. PMT provides opportunities for parents to meet staff

4. Staff produces Operational Handbook

5. Staff initiates classes

6. PMT evaluates all students after testing

7. District payroll clerk provides Federal payroll reports

8. PMT prepares application for continuation grade

Process Objectives:

1. PMT mails 3,600 letters to public

2. PMT prepares newspaper articles

3. PMT prepares advertisement

4. PMT prepares article for FOCUS

5. PMT provides for radio-TV coverage

6. Coordinator directly contacts parents of identified children

7. PMT divides students into attendance areas and assigns teachers to attendance areas

8. Teachers contact all parents

9. Teachers test all students

10. PMT selects participants

11. Parents make written commitment

12. Regular parent meetings held in each attendance zone

13. Coordinator trains parents in use of behavioral techniques

14. Coordinator trains parents in language development skills

15. Coordinator holds a session on child rearing techniques

16. Coordinator/teacher contacts parents not attending meetings

17. PMT meets with teachers to discuss Project

18. Teachers employ DISTAR tests to monitor interim progress

Part B: Project Evaluation

Project evaluation was accomplished by means of a contractual arrangement with a third party (Audit and Evaluation Section, Northwest Regional Educational Laboratory). The Project Evaluation Plan was jointly developed by the Project staff and members of the NWREL Evaluation Team. Project staff members were responsible for the implementation of the data collection and data reduction procedures outlined by the Evaluation Plan (NWREL, August 1972). The data analysis and reporting functions were carried out by the Evaluation Team members. Three brief accomplishment reports were produced in behalf of the Project by the Evaluation Team in 1972 and 1973. These reports considered the status of objectives scheduled for implementation at the time of each report. The summary of all three reports is contained herein under the section "Project Outcomes."

Part C: Management Team

The original program design was developed by William B. Brewster, Mrs. Jean Nelson and Allen W. Hill. Project H.E.E.L.D. was directed by Mr. William Brewster who is also Director of Elementary Education in School District No. 6. Mr. Brewster has 16 years experience in public school administration and holds a masters degree in school administration. In his capacity as Director of the Project, Mr. Brewster served as the liaison between the Project and the Oregon Board of Education as well as the disseminator of Project information.

The second member of the Management Team is Mrs. Jean Nelson, who was previously a Title I teacher at Jewett School and a Title VI and Title I coordinator in District No. 6. Mrs. Nelson is a certified teacher with a masters degree in Guidance and Psychology. She has served eight years as a classroom teacher, three years as a school counselor, three years as a resource teacher for disadvantaged learners. Mrs. Nelson has been with the Project since its inception and in her capacity as Project Coordinator has provided curriculum supervision, inservice training and close Project monitoring.

Allen W. Hill, Principal of Jewett Elementary School, served as staff administrator the first year of the Project.

During the second year of the Project, the involvement of all elementary principals was implemented, so that they each experienced some jurisdiction as a part of the management team. This role affected teachers and pupils in their school attendance areas and helped to build continuity at the K-1 level.

The Management Team worked cooperatively in performing the following tasks:

1. Helped select, train and supervise teachers and aides
2. Organized parent groups and worked with the parents of the children involved in the Project
3. Organized, selected materials and coordinated the screening program and followup testing activities
4. Met regularly to plan, implement, review and revise the program as necessary
5. Worked to locate, service and maintain the best available classroom space in leased facilities in the seven attenance areas

Part D: Project Staff

During the first year of the Project, seven certified Oregon teachers with primary grade teaching experience were hired to direct the learning experiences of the pre-schoolers in accordance with Project objectives. The main criteria for teacher selection were that she had shown evidence of being innovative, creative and willing to try new methods, and that she displayed a warm, open positive way with children.

During the second year of the Project, one teacher was assigned a full time job teaching two Project classes. Two replacement aides were hired in May of the first year and trained on the job. One other new aide was hired in September of the second year. Further inservice was then provided for all the staff.

The seven teachers were assisted by an eighth teacher music specialist to help build in musical, rhythmic activities.

The staff also included seven instructional aides and a Project secretary. All staff members received inservice training so that aides would be able to work with small groups of children after periodic instructional diagnosis and prescription by the teacher. This results in the additional advantage of having small instructional groups of no more than 7-8. The aides and secretary also provided clerical assistance to the teacher.

Part E: Training of Project Staff

The training of staff in special methods and materials for use with students who had learning problems was begun during the first operational year. The staff was trained in techniques for home visits and test administration. Specifically, each teacher-aide team was required to demonstrate, in role playing situations, its ability to communicate well with parents. These situations were observed by other teams who then rated the "players" by means of checklists and rating forms. Furthermore, each teacher was required to demonstrate her ability to administer, score and interpret the following tests:

1. Peabody
2. Bender-Gestalt (Scored only by Mrs. Nelson)
3. Frostig
4. Apell Test, Scales A, B, C

Again, the performance of each teacher was observed and critiqued by other staff members.

Teacher were also trained in the use of special materials such as Science, A Process Approach; DISTAR language, arithmetic and reading; Peabody Language Development; Frostig materials relating to visual perception; and other physical development activities.

Teachers and aides were given a broad background regarding children with specific learning problems and were instructed in the techniques of behavior modification.

Training during the first year of the Project was conducted by the Project's Supervisor/Coordinator with assistance from Dr. Barbara Bateman and Nancy Warnock from the University of Oregon; Mrs. Jean Spauling from the Oregon Board of Education; Miss Barbara Schmidt, from McGraw-Hill Company; Dr. Claude White from Southern Oregon College; Miss Susie Stearns from Becker-Englemann Corporation; and Mrs. Janet Ivie from the District No. 6 music staff.

Staff and materials development activities during the second year of the program focused upon reinforcing the past year's training. Each teacher had opportunities to lead the staff in a class discussion following the Glasser model. Special session workshops dealing with P.E., Music and classroom management were provided. A trainer from the Becker-Englemann Corporation, Mrs. Carol Witeker, provided a two day workshop updating use of DISTAR materials. First grade teachers were included in these sessions.

Time was spent in producing program materials and revising portions of the curriculum. The social living material was rewritten and methods of expanding and enriching the language program were investigated. A variety of changes were made in record keeping techniques. The major focus of workshop activities during April and May was the development of the summer maintenance program.

Part F: Parental Participation

With the assistance of Dr. Phyllis Butler from Southern Oregon College, the teaching staff wrote a parent handbook entitled Your Child and You. The handbook provided parents with information and experiences which would help them prepare their children for their first year of school. Specifically, information concerning the physical, mental and social development of a five year old child; methods parents could use to further the development of their children; and checklists to record this development were included in the handbook. The parent handbook will be revised during the third year of Project operations.

Parent groups were organized in January 1972 to maintain close communication between all parents of participating children. Regular meetings of these groups were held to discuss activities of the program and to provide specific experiences parents could use to further the development of their children. Living with Children, by Patterson, Give Your Child A Superior Mind, by Engleman, were two of the books used to instruct parents in behavioral techniques and language development skills, respectively.

Part G: Chronology of Major Events

The majority of the aforementioned activities occurred prior to the beginning of the Project classes. The sequence of major Project events during the second year of operation is outlined below:

1. Project Evaluation Plan developed, August 1972
2. Participant recruitment efforts initiated in September 1972
3. Screening procedures for selection of Project participants completed; 107 children were selected in October 1972
4. Staff training activities initiated, November 1972
5. Quarterly evaluation review initiated for the year, October 1972
6. Work staff develops four social living curriculum units, November 1972
7. Staff mettings with parents initiated, November 1972
8. Project's Operational Handbook completed, October 1972
9. Project classes initiated, November 27, 1972
10. Project selected for inclusion in Title III National Validation Study, December 1972
11. Project evaluated by Validation Team and certified, February 1973
12. Project honored by Oregon Board of Education, May 1973 (See certificate of Commendation-Appendix A)
13. Project received Educational PACESETTER Award from the President's National Advisory Council on Supplementary Centers and Services, June 1972.(See Appendix A)

As noted above, pre-school classes with 107 children participating began on November 27, 1972, and were in session from 8:30-11:30 Monday through Friday until June 6, 1973.

The class was oriented primarily toward small group instruction with each succeeding unit of instruction being built on the previous successes of an individual child. As a rule, no child was expected to do tasks he was not ready to attempt.

Teachers and aides gave children a myriad of experiences in language skills and physical development. Materials used in the classes included DISTAR language, arithmetic and reading, Frostig's Development of Visual Perception, Peabody Language Development Materials and SAPA. Physical Education activities were conducted on a daily basis. Taba and Glasser techniques were also used.

Because of decreasing attendance in the first year's summer school program, this phase of the Project was discontinued for the present year. In order to provide the maximal number of instructional days, classes during the second year were begun in November instead of January.

During the Spring of the current year, four field trips were included in the curriculum. Additionally, summer maintenance material was provided by means of individual packets. The purpose of the packets was to maintain the child's skill in the areas of math, language, reading and physical activity. The packets were designed to be implemented by the parents over the summer months. Appropriate reinforcement was provided for those children who completed the packets.

CHAPTER IV

PROJECT OUTCOMES

The major results of the Project H.E.E.L.D.'s two years of operation fall into four categories. The first category is the effect that the program has had upon the participants. The second category focuses on program outputs, i.e., discrete identifiable processes which may have potential for use in other settings. The third category is represented by the informal outcomes of the program, i.e., insights which have evolved for the Project staff as a result of operating the program for two years. The fourth category is the attainment or nonattainment of Project objectives. Each of these categories of Project results will be presented in the paragraphs which follow.

Part A: Effect of the Program Upon Participants

Within this category of results, seven varieties of data have been collected. Six of these varieties pertain to Project students, while a seventh derives from the parents of Project children.

Effects of the Program Upon Participating Children. For purposes of consistency, Project children were defined in terms of their participation in the program for a minimum number of days. Essentially, it was felt that only the data from those children who had participated in the program for 100 days should be included in the end of year analysis. Children participating for at least 100 instructional days have been termed "Block I" children. The data from children whose participation amounted to less than 100 days have also been retained for analysis; these children are designated as "Block II" children. Finally, in order to study the impact of the Project, another category of children (i.e., Block III) was defined. Essentially, Block III children represented those individuals who were eligible for the Project and who were invited to participate, but whose parents declined the invitation. Data from children in Blocks II and III derive from the District testing program and was available once the children were enrolled in the District's schools on a regular basis. A summary of definitions of student groups used in this report has been included on the following page.

Definitions of Project and District

Students Employed in the Present Report

Year	Student Group	Brief Definition	Available Data
1971-72	Block I	Enrolled in program for at least 100 days during 1971-72	Project data and District data at beginning and end of first grade
1971-72	Block II	Enrolled in program for less than 100 days during 1971-72	Project data and District data at beginning and end of first grade
1971-72	Block III	Not enrolled in program but scoring below minimal level on District test when entering first grade during 1972-1973	District data at beginning and end of first grade
1972-73	Block I	Enrolled in program for at least 100 days during 1972-73	Project data
1972-73	Block II	Enrolled in program for less than 100 days during 1972-73	Project data

The Project Evaluation Plan enumerates seven instructional objectives. These objectives center about the student performance on the following tests:

Objective	Tests	Schedule of Administration
1a and 1b	The Metropolitan Readiness Test	End of Project year and upon entry into Grade I
2a and 2b	The Peabody Picture Vocabulary Test	Pre and Post Project
3a and 3b	The APELL Test	Pre and Post Project
4a and 4b	The Bender-Gestalt Test	Pre and Post Project
5a,b,c,d,e,	The Frostig Test	Pre and Post Project
6	The Metropolitan Achievement Test	End of First Grade
7	TBA	End of Second Grade

In the paragraphs which follow, available data from the foregoing schedule of tests will be presented.

Objective 1a.-Eighty Percent of Project Students Demonstrate Performance at or Above the C Level on the Metropolitan Readiness Test at the End of the Project.

The Metropolitan Readiness Test was administered to all Project students in May, at the end of the Project year. A summary of the resultant data is presented in Table III and Figure I.

As evidenced by the entries in Table III, 95% of the boys and 100% of the girls attained this objective. The overall attainment of the Block I children on this objective was 97%.

TABLE III

SUMMARY DISTRIBUTION OF PERFORMANCE AS MEASURED BY THE METROPOLITAN READINESS TEST (SPRING 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

Level	Frequency Boys	Percent		Girls	Percent		Total	Percent	
A	13	22		8	24		21	23	97%
B	23	38	95%	15	46	100%	38	41	
C	21	35		10	30		31	33	
D	3	5	5%	0	--	-- -	3	3	3%
E	—	—		—	—		—	—	
Total	60	100		33	100		93	100	

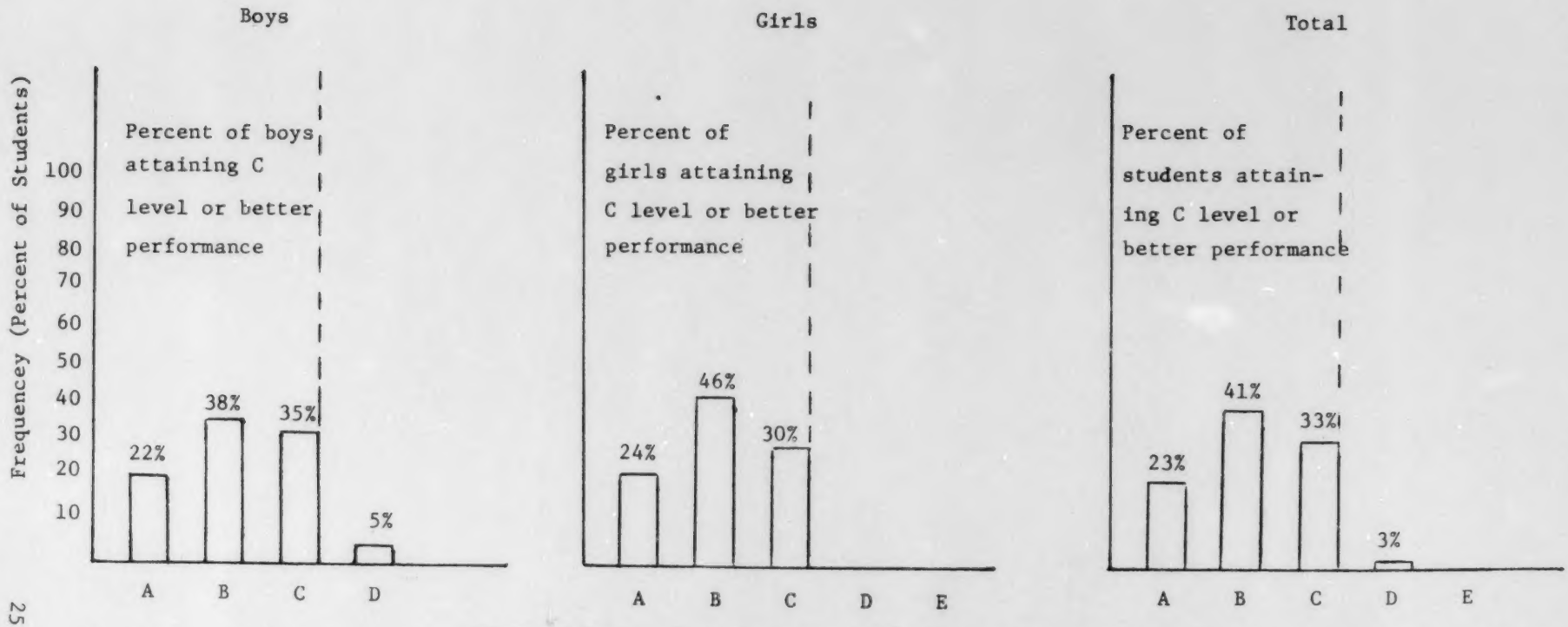
Objective 1a. Eighty percent (80%) of participants will attain a C level performance or better

Objective attained by 97% of students

FIGURE 1

PROJECT H.E.E.L.D.

HISTOGRAM OF PERFORMANCE AS MEASURED BY
THE METROPOLITAN READINESS TEST (SPRING 1973)
FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS



Objective 1b.-Eighty Percent of the Participants Will Maintain the Metropolitan Readiness Level From the End of the Project Through the Fall Testing

This objective will be assessed during the Fall term.

Objective 2a.-Eighty Percent of Project Children Initially Scoring at or Below a Mental Age of Five on the Peabody Test Will Gain at Least Eighteen Months During the Project Year

The distribution of performances of Block I children on the Peabody Picture Vocabulary Test is depicted in Table IV and Figures 2a, b, and c. The end of year data have been summarized in Table V and Figure 3. Of the fifteen boys originally scoring at or below a mental age of five years, some 12 or 80% attained the requisite number or months growth in mental age. For the eleven girls in this category, only about 64% attained the criterion. Overall, the objective was attained by only 73% of the students in this category.

Objective 2b.-For the Children Initially Performing Above the Mental Age Level of Five, There Will be no Decline in the Ratio of Mental Age to Chronological Age

Forty-six Block I boys and 22 Block I girls originally fell within the category detailed by this objective. The summary of data from these children is presented in Table VI and Figure 4. These data indicate that the objective was attained by 80% of the boys and 82% of the girls. While the attainment of the combined group was 81%, the implied criterion was 100%, and thus the objective was not formally attained.

TABLE IV

PROJECT H.E.E.L.D.

DISTRIBUTION OF THE MENTAL AGES OF 1972-1973 BLOCK I STUDENTS AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (FALL, 1972) FOR BOYS AND GIRLS

Mental Age in Months	Frequency Boys	Girls	Total	
96-100	1		1	
91-95	2	1	3	
86-90	1		1	Above MA5
81-85	3	2	5	
76-80	7	1	8	
71-75	14	6	20	
66-70	6	5	11	
61-65	12	7	19	
56-60	7	3	10	
51-55	2	3	5	
46-50	1	2	3	MA 5 and below
41-45	5		5	
36-40		2	2	
31-35		1	1	
26-30				
	N= 61	N= 33	N= 94	
	MN= 67.67	MN=63.45	MN= 66.19	
	SD= 12.41	SD=13.25	SD= 12.80	

FIGURE 2a

PROJECT H.E.E.L.D.

HISTOGRAM OF THE MENTAL AGES OF BLOCK I BOYS AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (Fall 1972)

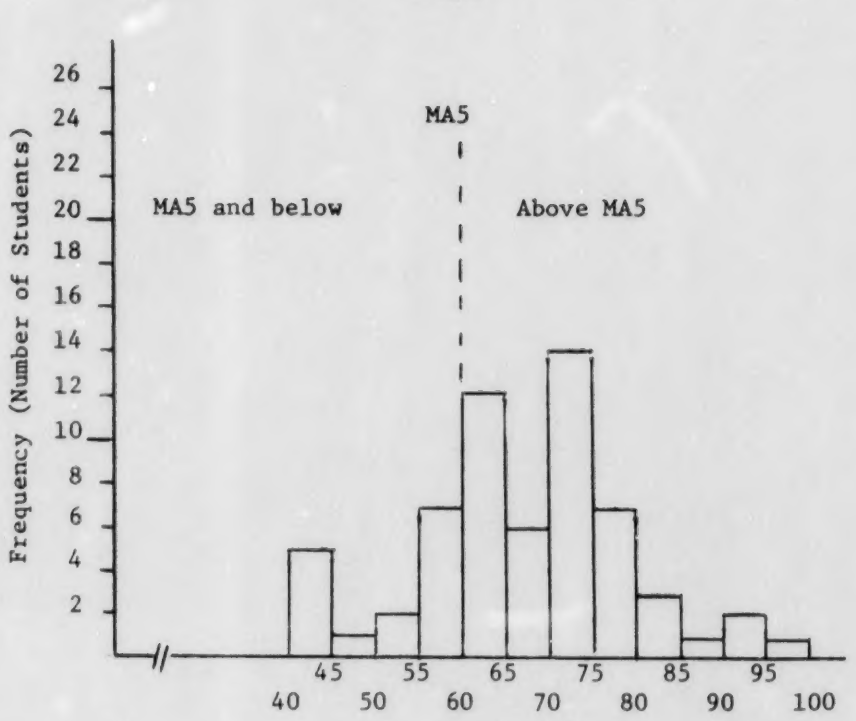
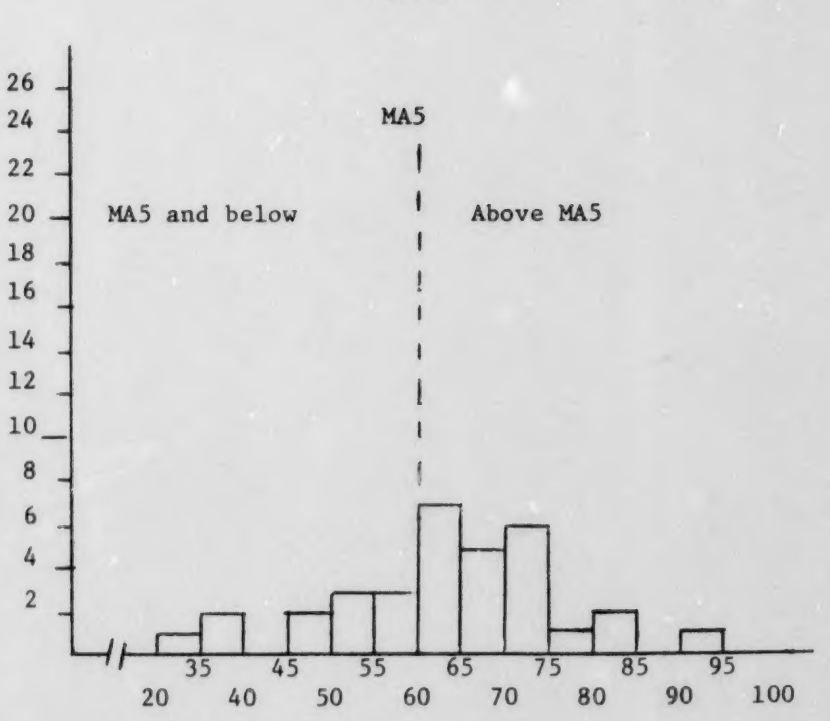


FIGURE 2b

PROJECT H.E.E.L.D.

HISTOGRAM OF THE MENTAL AGES OF BLOCK I GIRLS AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (Fall 1972)



Mental Age in Months on Peabody Picture Vocabulary Test

FIGURE 2c

PROJECT H.E.E.L.D.

HISTOGRAM OF THE MENTAL AGES OF 1972-1973 BLOCK I STUDENTS
AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (FALL 1972)

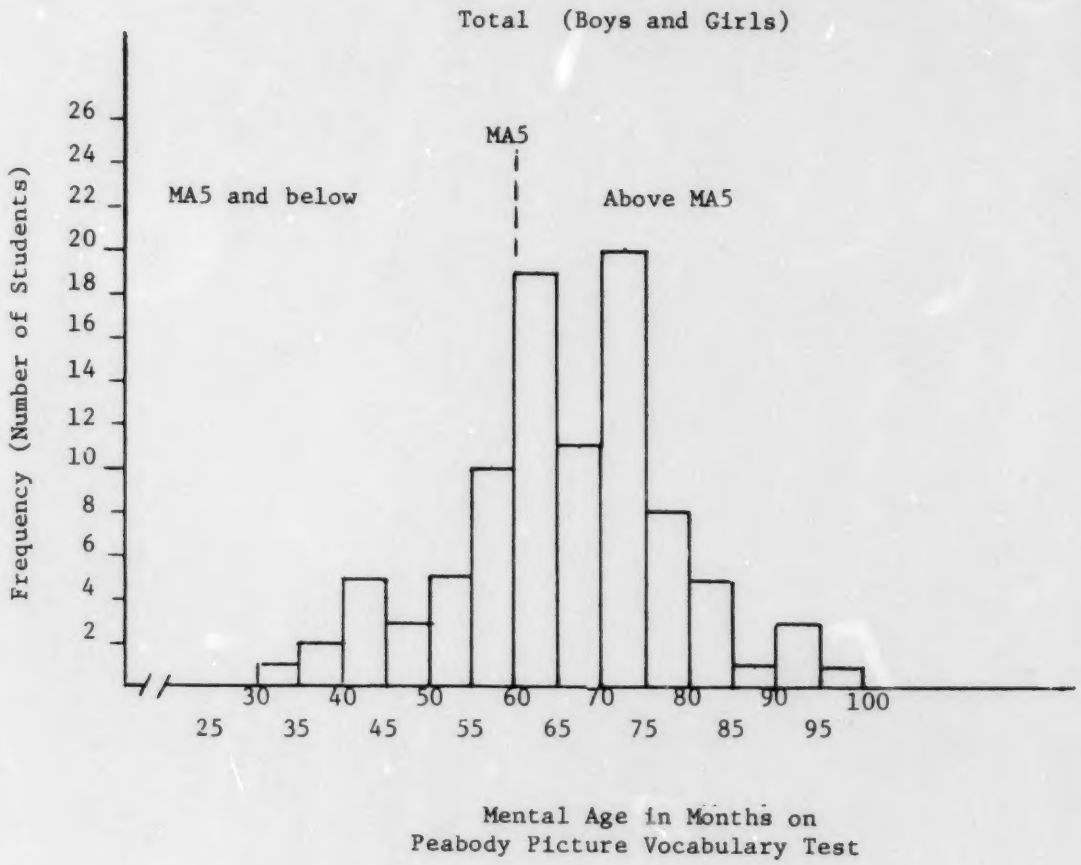


TABLE V

SUMMARY DISTRIBUTION OF GAINS IN PERFORMANCE AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST FOR 1972-1973 BLOCK I STUDENTS INITIALLY SCORING AT OR BELOW A MENTAL AGE OF 5 (Fall 1972) BY BOYS AND GIRLS

Interval	Frequency							
	Boys	%		Girls	%		Total	Percent	
More than 29 months gain	7	47	80%	4	36.4	63.7%	11	42	73%
24 - 29 months gain				1	9.1		1	4	
18 - 23 months gain	5	33		2	18.2		7	27	
12 - 17 months gain	1	7	20%	1	9.1	36.3%	2	8	27%
6 - 11 months gain	2	13		3	27.2		5	19	
0 - 5 months gain									
0 - 5 months loss									
6 -11 months loss									
12 -17 months loss									
more than 17 months loss									
	15	100		11	100		26	100	

Objective 2a. Children initially scoring MA5 and below, 80% will gain at least 18 months MA

Objective met by 73% of students. Criteria met for boys but not for girls

FIGURE 3

PROJECT H.E.E.L.D.

HISTOGRAM OF GAINS IN PERFORMANCE AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST FOR 1972-1973 BLOCK I STUDENTS INITIALLY SCORING AT OR BELOW A MENTAL AGE OF 5 (Fall 1972) BY BOYS AND GIRLS

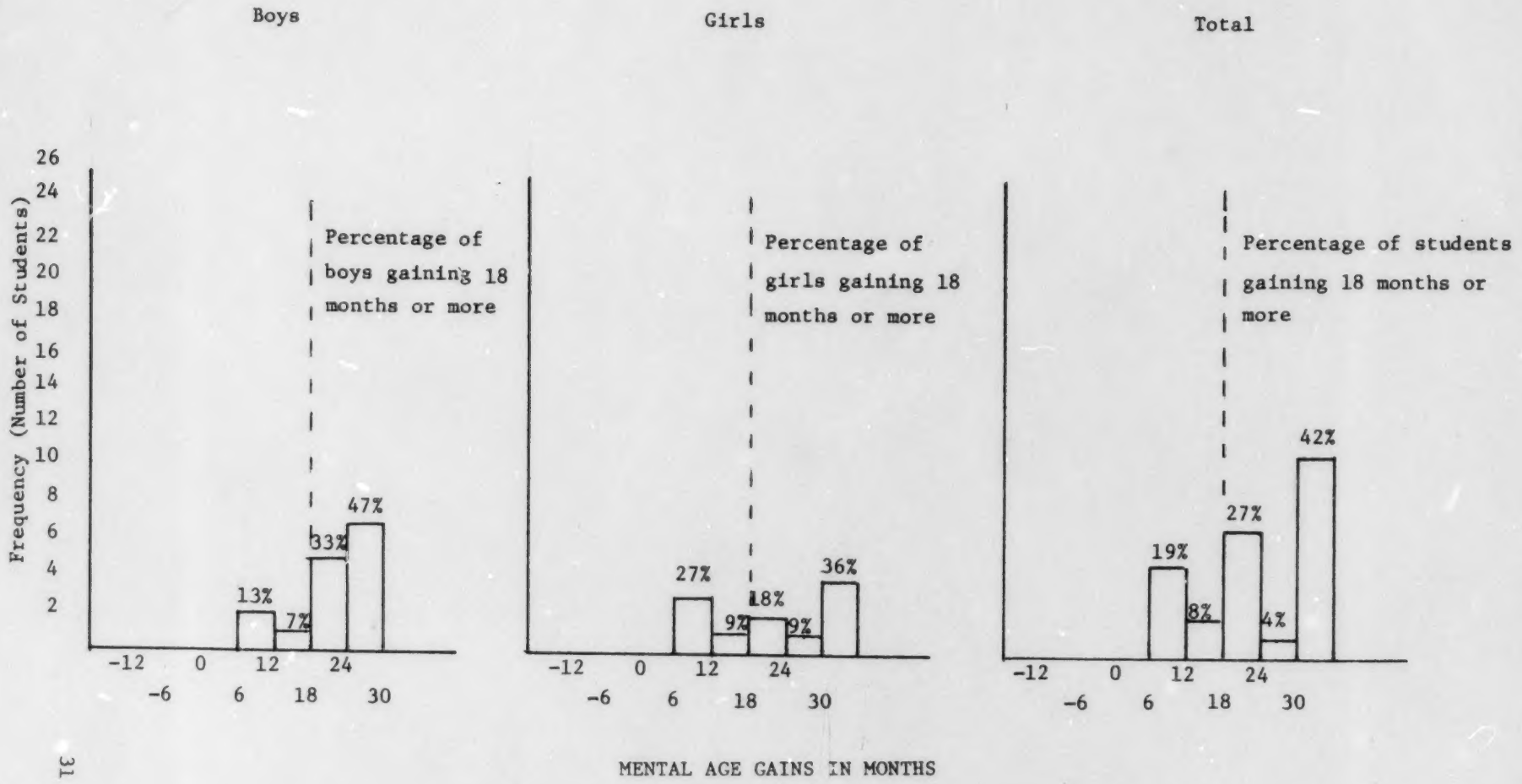


TABLE VI

PROJECT H.E.E.L.D.

FREQUENCY DISTRIBUTION OF GAINS OR LOSSES IN MA/CA RATIO, AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS INITIALLY SCORING ABOVE A MENTAL AGE OF 5

Interval	Frequency					
	Boys	Percent	Girls	Percent	Total	Percent
.51 - 60 ratio units gain	1	2	1	4	2	3
.41 - .50 ratio units gain	2	4	2	9	4	6
.31 - .40 ratio units gain	7	15			7	10
.21 - .30 ratio units gain	8	17	2	9	10	15
.11 - .20 ratio units gain	7	15	5	23	12	18
.01 - .10 ratio units gain	10	23	5	23	15	22
0 - no gain or loss	2	4	3	14	5	7
.01 - .10 ratio units loss	6	13	4	18	10	15
.11 - .20 ratio unit loss	3	7			3	4
.21 - .30 ratio units loss						
.31 - .40 ratio units loss						
	46	100	22	100	68	100

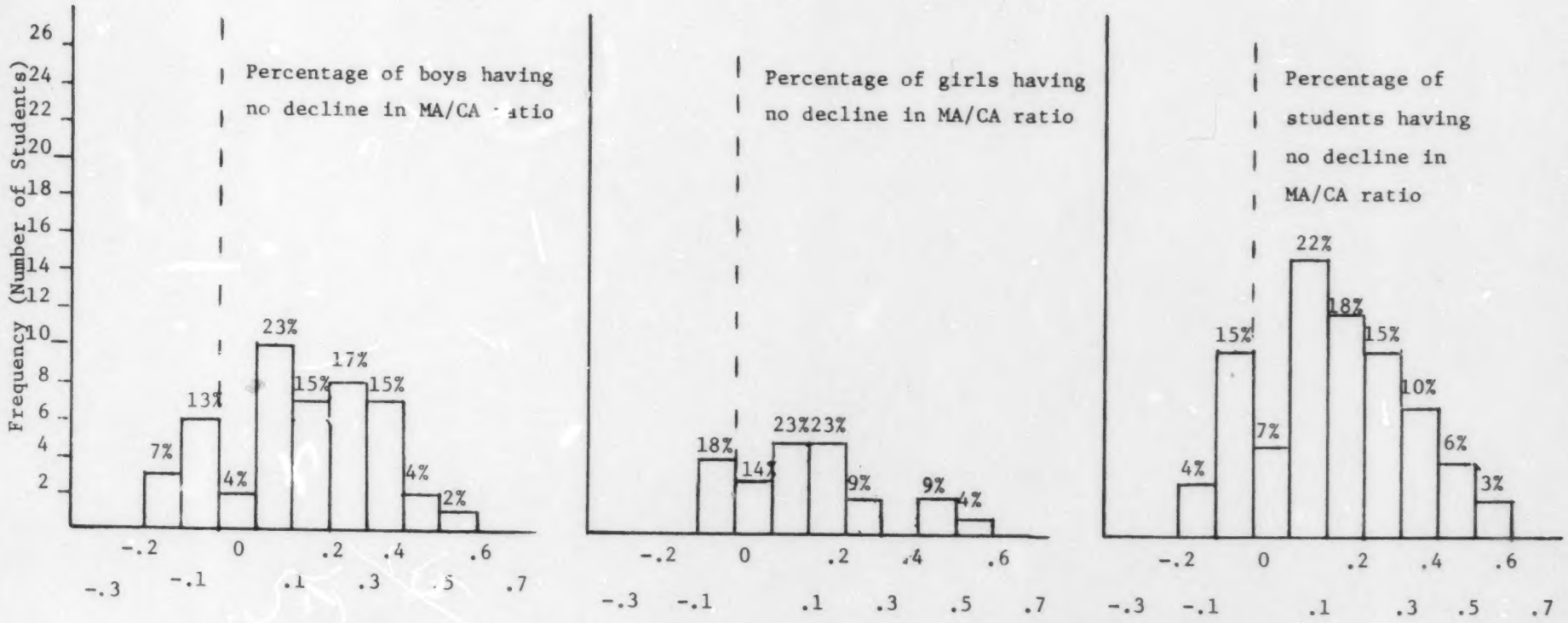
Objective 2b. Children initially scoring above MA5, there will be no decline in the ratio MA/CA

Objective met by 81% of students

FIGURE 4

PROJECT N.E.E.L.D.

HISTOGRAMS OF GAINS IN PERFORMANCE ON MA/CA RATIO AS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST (Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS



As noted above, neither objective 2a or 2b was attained; however, an analysis of the Peabody I.Q. scores for the Project boys as well as a similar analysis for Project girls revealed a significant differences between pre and posttest performances. See Table XI.

Objective 3a.-Eighty Percent of the Project Boys Will Demonstrate a Growth of at Least Eight Points on the APELL Test

Objective 3b.-Eighty Percent of the Project Girls Will Demonstrate a Growth of at Least Nine Points on the APELL Test

Data resulting from the Fall and Spring administrations of the APELL Test are summarized in Table VII and Figure 5. The data indicate that only 36% of the boys and 39% of the girls attained the requisite growth on this instrument. Again, however, the statistically significant differences between pre and posttests for boys as well as girls were evidenced. See Table XI.

Objective 4a.-Project Boys Will Demonstrate a Gain of Nine Points Growth on the Bender-Gestalt

Objective 4b.-Project Girls Will Demonstrate a Gain of Eight Points Growth on the Bender-Gestalt

Student performances on the Bender-Gestalt Test have been summarized on Table VIII and Figure 6. In reviewing these data, the reader should bear in mind the reversed scoring procedure used in connection with the Bender-Gestalt. That is, lower scores are more desireable than higher scores. Hence, in this case "growth" is defined as a reduction in the original score.

TABLE VII

PROJECT H.E.E.L.D.

FREQUENCY DISTRIBUTION OF GAIN SCORES AS MEASURED BY APELL TOTAL SCALE
(Fall 1972 to Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

Boys				Girls			
Interval	Frequency	Percent		Internal	Frequency	Percent	
More than 11 points gain	10	16	36%	More than 12 points gain	4	12.0	39.5%
8 - 11 points gain	12	20		9 - 12 points gain	9	27.5	
4 - 7 points gain	20	33	64%	5 - 8 points gain	11	33.0	60.5%
0 - 3 points gain	18	29		1 - 4 points gain	9	27.5	
1 - points loss	1	2			33	100.0	
	61	100					

Objective

Boys: 80% will demonstrate a growth of at least 8 points on the test.

Objective met by 36% of students

Objective

Girls: 80% will demonstrate a growth of at least 9 points on the test

Objective met by 39.5% of students

FIGURE 5

PROJECT H.E.E.L.D.

HISTOGRAMS OF GAIN SCORES AS MEASURED BY APELL TOTAL SCALE (Fall 1972-Spring 1973)
FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

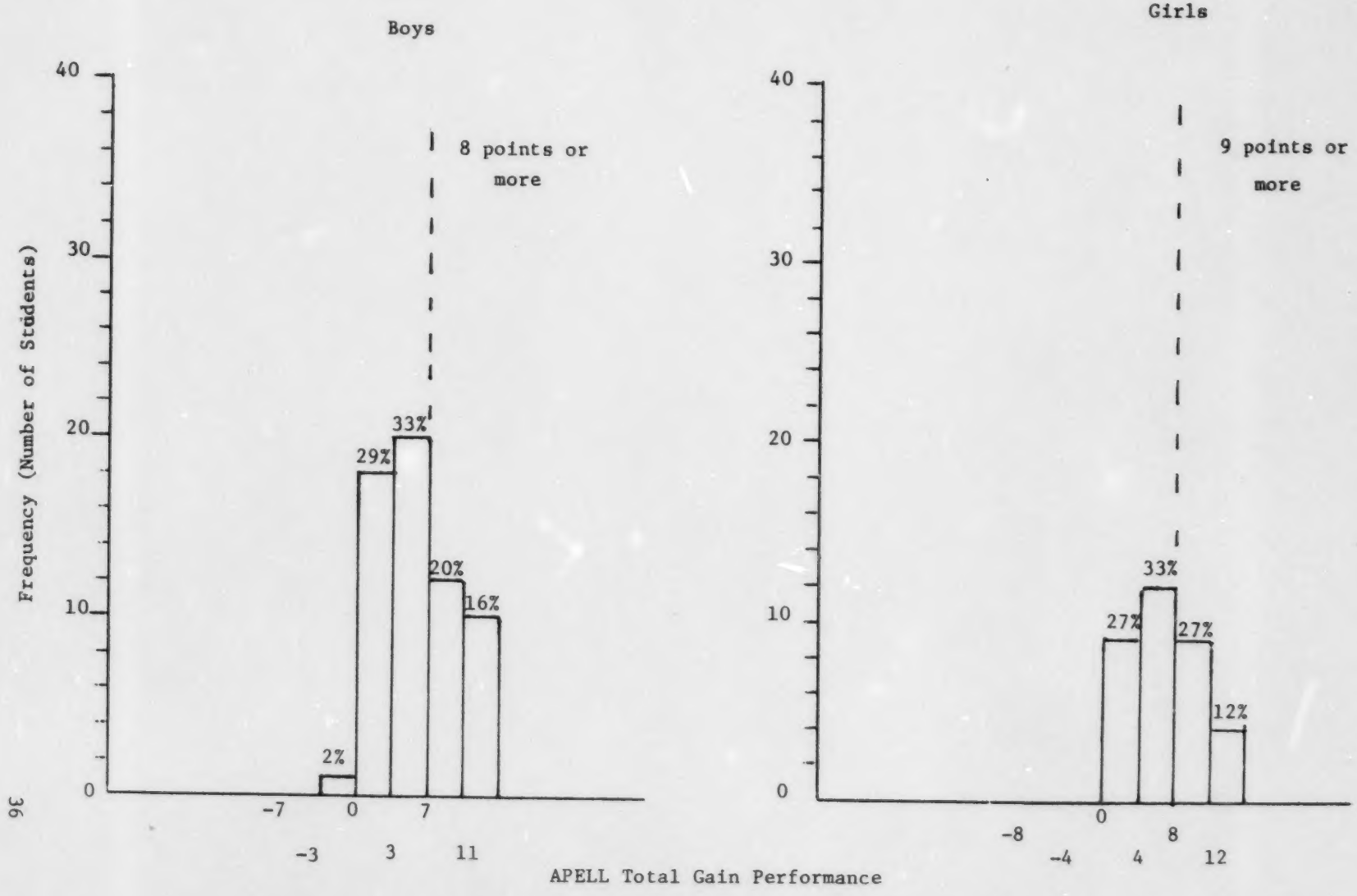


TABLE VIII

PROJECT H.E.E.L.D.

SUMMARY DISTRIBUTION OF GAIN IN PERFORMANCE AS MEASURED BY THE BENDER-GESTALT
(Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

Boys

Interval	Frequency	Percent	
More than 16 points gain	3	5	
13 - 16 points gain	6	10	59%
9 - 12 points gain	27	44	
5 - 8 points gain	19	31	41%
1 - 4 points gain	6	10	
1 - 4 points loss			
5 - 8 points loss			
More than 8 points loss	61	100	

Girls

Interval	Frequency	Percent	
More than 15 points gain	3	9	75.5%
12 - 15 points gain	8	24.5	
8 - 11 points gain	14	42	24.5%
4 - 7 points gain	8	24.5	
0 - 3 points gain			
1 - 3 points loss			
4 - 8 points loss			
More than 8 points loss	33	100	

Objective

* Boys will demonstrate a growth of at least 9 points on the Bender-Gestalt

Objective met by 59% of male students

* Criteria from Nelson letter of June 22, 1973

Objective

* Girls will demonstrate a growth of at least 8 points on the Bender-Gestalt

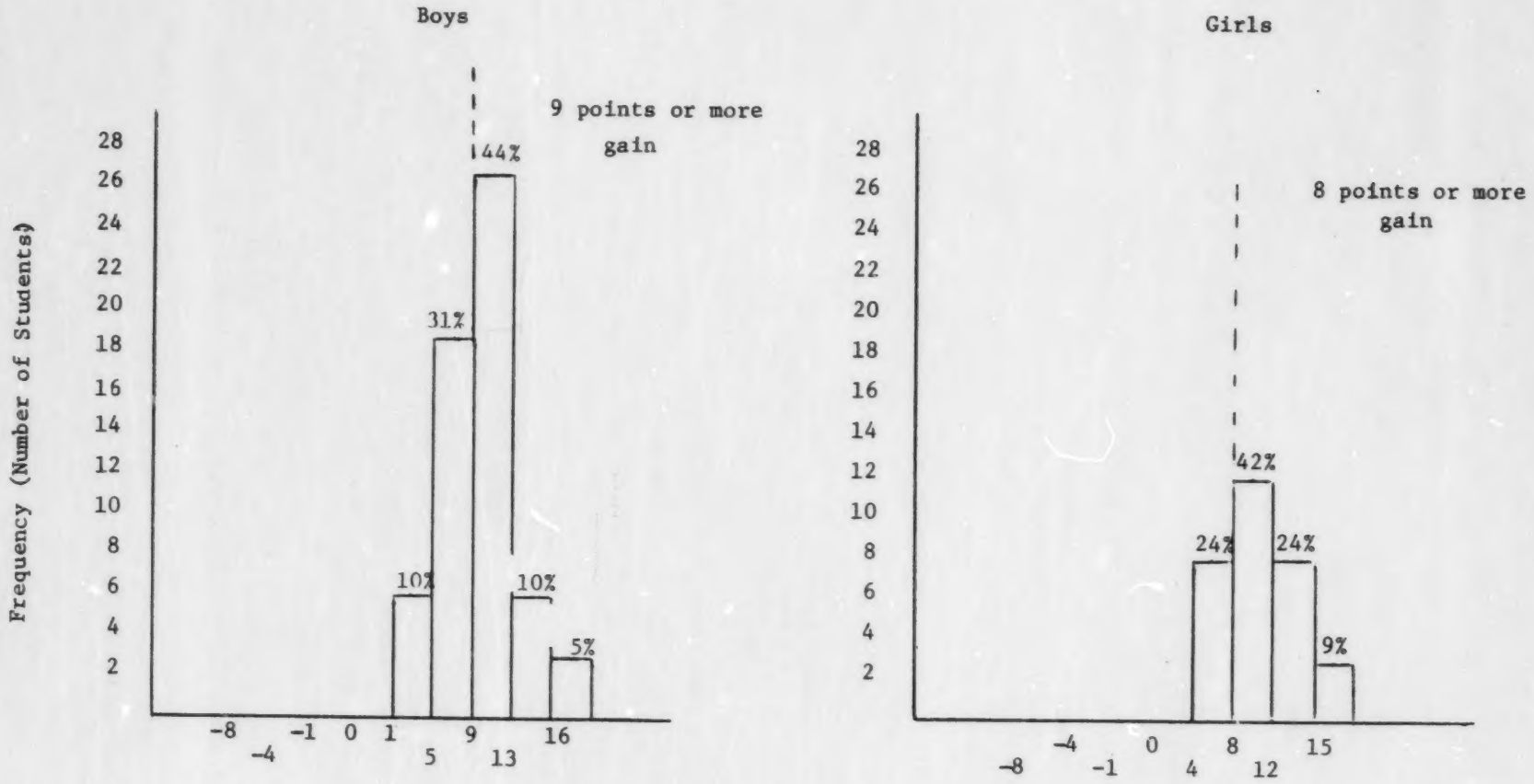
Objective met by 75.5% of female students

Percent of total group above criterion level = 65%

FIGURE 6

PROJECT H.E.E.L.D.

HISTOGRAM OF GAINS IN PERFORMANCE AS MEASURED BY THE BENDER-GESTALT (Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS



A review of the data presented in Table VIII and Figure 6 indicate that the requisite growth was attained by only 59% of the boys and 75% of the girls. On the other hand, analyses of the growth scores for both boys and girls revealed statistically significant differences between pre and posttest performances. Thus, once again there is a rather analomous finding that the posttest performance of the children was significantly different from their pretest performance, but the objective was not attained.

Objective 5a-e.-Eighty Percent of the Project Students Will Demonstrate an Average Gain of Three Scale Points

Table IX and Figure 7 summarizes the performance of Block I students on the Frostig Test. As indicated by Table IX, an average gain per scale of three or more points was achieved only by 49% of the boys, 58% of the girls and 52% of the students overall.

Further analysis of the gain scores, however, revealed a statistically significant difference between pre and posttests on all scales for both boys and girls. See Table XI.

Objective 6.-Project Students Will Average at Least 1.9 Years (Grade Level Equivalent) on a Standardized Reading Achievement Test to be Administered at the End of the First Grade

Block I students who were enrolled in the Project during its initial year (1971-72) and who were subsequently enrolled in a first grade class within the District, were tested at the end of the present year. In addition, comparable data from Block II and Block III students who were also completing the first grade was collected at the same time. The analysis of these data has been summarized in Table X and Figure 8.

TABLE IX

PROJECT H.E.E.L.D.

SUMMARY DISTRIBUTION OF AVERAGE GAINS IN PERFORMANCE AS MEASURED BY THE FROSTIG TEST (Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

Interval	Frequency							
	Boys	Percent		Girls	Percent		Total	Percent	
More than 6 average points gain	1	2	49%	2	6.0	57.5%	3	3.2	52.2%
5 - 6 points gain	2	3		5	15.0		7	7.5	
3 - 4 points gain	27	44		12	36.5		39	41.5	
1 - 2 points gain	25	41	51%	13	39.5	42.5%	38	40.4	47.8%
0	5	8						5.3	
1 - 2 points loss	1	2		1	3.0		2	2.1	
3 - 4 points loss									
More than 4 points loss									
	61	100		33	100		94	100	

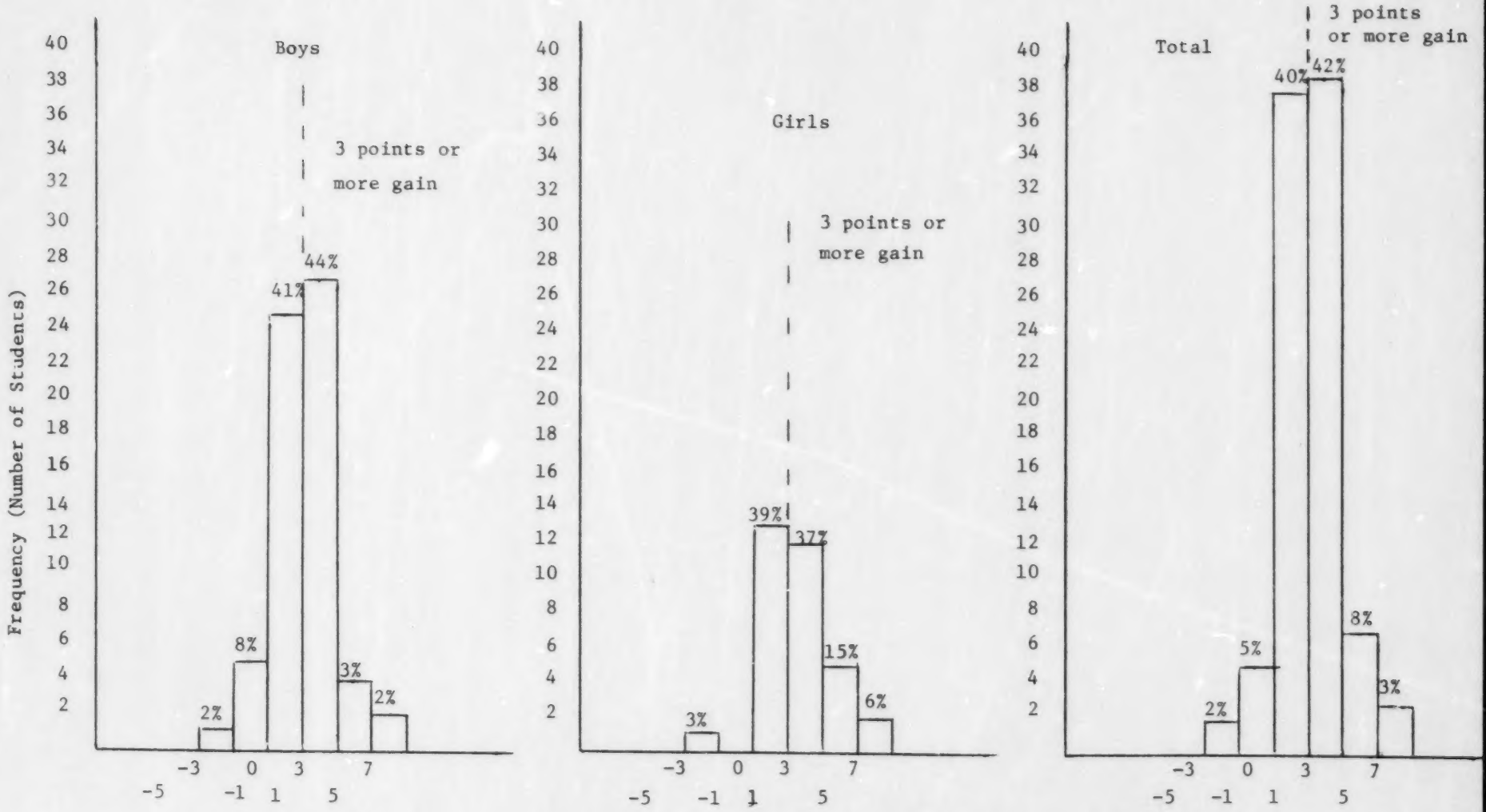
Objective 5. Eighty percent of the students will demonstrate an average gain of three scaled points

Objective met by 52% of Project students

* Criterion from Nelson Letter of June 22, 1973

FIGURE 7

PROJECT H.E.E.L.D.



HISTOGRAMS OF AVERAGE GAIN IN PERFORMANCE AS MEASURED BY THE FROSTIG TEST (Fall 1972-Spring 1973) FOR 1972-1973 BLOCK I STUDENTS BY BOYS AND GIRLS

TABLE X

PROJECT H.E.E.L.D.

METROPOLITAN ACHIEVEMENT TEST RESULTS (EXPRESSED AS MEAN GRADE EQUIVALENTS) FOR 1971-1972 BLOCK I,II AND III STUDENTS AT THE END OF THE FIRST GRADE (1973) BY TEST PART

Student Group	N	Metropolitan Test Results: Grade Equivalent Scores				
		Word Knowledge Mean	Word Discrimination Mean	Word Reading Mean	Total Reading Mean	Arithmetic Mean
Block I	58	2.22	2.57	2.27	2.36	2.09
Block II	11	1.64	1.77	1.70	1.70	1.56
Block III	48	1.92	2.25	1.88	2.02	1.93

Group I - Project students enrolled in H.E.E.L.D. for more than 100 days during 1971-72

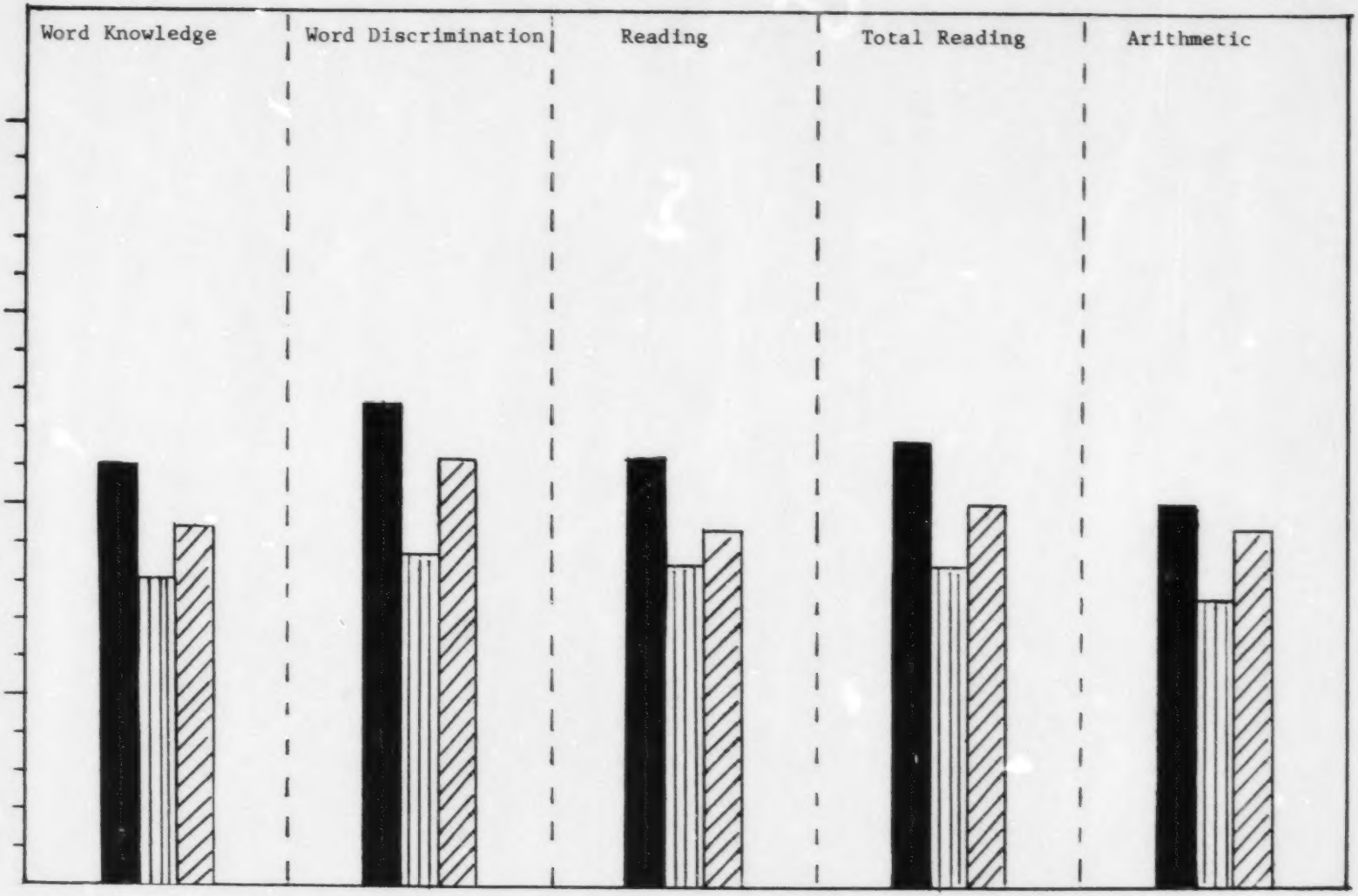
Group II - Project students enrolled in H.E.E.L.D. for less than 100 days during 1971-72

Group III - Students eligible for H.E.E.L.D. but not enrolled in Project (1971-1972)

Objective 6. Project students average at least 1.9 years on reading test administered at end of first grade.

Objective achieved

Figure 8 Project H.E.E.L.D. HISTOGRAM OF METROPOLITAN ACHIEVEMENT TEST RESULTS (EXPRESSED AS GRADE EQUIVALENTS) FOR 1971-1972 BLOCK I,II AND III STUDENTS AT THE END OF THE FIRST GRADE (1973) BY TEST PART


Word Knowledge
Word Discrimination
Reading
Total Reading
Arithmetic
4.0
3.0
2.0
1.0
Mean Grade Equivalent Scores
Block I - Project Students Enrolled in Project for more than 100 days N=58
Block II - Project Students Enrolled in Project for less than 100 days N=11
Block III - Students Eligible for Project but not enrolled in Project N=48

A review of Table X and Figure 8 reveals the following salient points:

1. At the end of their first year in school, students who had participated in the H.E.E.L.D. Project (i.e., Block I students, 1971-72) averaged 2.36 on the standardized reading test. Thus, this objective was clearly attained

2. Additionally, Block I students also averaged 2.09 (grade level equivalent) on the arithmetic portion of the same standarized test

3. Based upon a preliminary analysis, the average performance of the Block I students at the end of the first grade appeared to be superior to that of Block II and Block III students

4. Although the small number of cases (i.e., Block II students) has rendered analysis difficult, the comparative performances of the Block II and Block III students are not in accordance with Project expectations

Objective 7.-Project Students Will Average at Least 2.9 Years on the Standardized Reading Achievement Tests Administered at the End of the Second Grade

This objective is not scheduled for assessment until the end of the third Project year.

In reviewing the performance of the Project students on the foregoing objectives, it appears that two out of nine objectives were clearly attained. Parenthetically, it should be noted that the two objectives which were attained are probably the most important to the Project. Objective 1a.,dealing with student performance on the MRT, is important because of its close relationship to the Project's major objective. Objective 6., dealing with the performance of students one year later, is important because of its long-term implications. Thus, on the basis of student performance on these two objectives, the results stemming from the second year of operation appear to be encouraging.

TABLE XI

PROJECT H.E.E.L.D.

SUMMARY OF STATISTICAL ANALYSES FOR STUDENT TEST PERFORMANCE: MEAN ACHIEVEMENT SCORES BY TEST FOR BLOCK I BOYS AND GIRLS 1972-73

Test	Group	Mean Pretest	Mean Posttest	Standard Error	Degrees of Freedom	t Significant Beyond .05 Level
Peabody I.Q.	Boys N=60	101.01	114.93	1.72	59	8.10*
	Girls N=33	96.81	108.88	2.20	32	5.48*
APELL Total	Boys N=61	38.41	45.00	.500	60	12.85*
	Girls N=33	39.09	46.15	.71	32	9.96*
Bender-Gestalt	Boys N=61	19.84	10.62	.47	60	19.81*
	Girls N=33	19.81	9.21	.72	32	14.71*
Frostig Eye-Hand	Boys N=61	9.88	11.54	.28	60	5.82*
	Girls N=33	10.00	12.12	.37	32	5.79*
Frostig Figure-Ground	Boys N=61	9.18	12.21	.35	60	8.56*
	Girls N=33	9.36	12.64	.43	32	7.64*
Frostig Form-Constant	Boys N=61	10.13	13.80	.44	60	8.33*
	Girls N=33	9.33	13.64	.49	32	8.74*
Frostig Position in Space	Boys N=61	9.67	12.31	.34	60	7.76*
	Girls N=33	9.55	12.67	.47	32	6.68*
Frostig Spacial Relations	Boys N=61	10.38	11.44	.25	60	4.10*
	Girls N=33	9.97	11.64	.31	32	5.40*

Relative to student performance on the objectives which were not attained, statistically significant gains were demonstrated in all (i.e., seven out of seven) cases. In effect, these findings mean that the students are demonstrating significant gains on the Project tests, but that they are not attaining the level of performance established by the Project staff. See Table XI.

During the final month of the Project's instructional phase, the parents of participating students were asked for their opinions of the program. The inquiry among parents was effected by means of a questionnaire which was to be completed and returned (unsigned) by the responding parent. In all, some 66 questionnaires, or approximately 65%, were completed and returned. The results of the parent survey have been summarized according to attendance areas (e.g., "41", "42", etc.) on Table XII.

TABLE XIIA

SUMMARY OF PARENT RESPONSES TO PROJECT QUESTIONNAIRE
Spring 1973

Item 1a: What do you think of the program in general?

	Response Category				
Group	Highly Satisfactory	Generally Satisfactory	Unsatisfactory	No Response	Total
41	9	2	0	0	11
42	9	2	0	0	11
43	12	0	0	0	12
44	14	1	0	0	15
45	7	1	0	1	9
46	2	1	0	0	3
47	4	0	1	0	5
TOTAL	57	7	1	1	66

Comment, If Desired:

TABLE XIIB

Item 1b: Comment If Desired

Group	Response Category								
	Good Teacher	Expand Prog to all Children	General Positive	Helped Child	Need More Attn	Progress Not as far as Expected	Not Helped	No Response	Total
41			1	1	1	1		7	11
42		1		3				7	11
43			3	3				6	12
44			2	3				10	15
45		1	1	1				6	9
46	1		1					1	3
47			1	1			1	2	5
TOTAL	1	2	9	12	1	1	1	39	66

TABLE XIIC

Item 2: What parts of the program do you like best?

	Response Category													
Group	Reading/ Language	Phys Ed	Music	Parental Involvement	General	Math	Rela w/ other Children	All	Diagnosis	Individual Attn.	Field Trips	Nothing	No Response	Total
41	3	3	1	1	1	2	1	1					2	15
42	2	1		1	1	1	2	4	1					13
43	5	4		3	3	3		1	1					20
44	5	2	1			3	2	4	3	3	1		1	25
45				1				4		1			3	9
46	1					1		1					1	4
47		1					1	1	1	1		1		6
TOTAL	16	11	2	6	5	10	6	16	6	5	1	1	7	92

TABLE XIID

Item 3: What parts of the program do you think need improvement?

	Response Categories															
Group	Better Facilities	Language	Arithmetic	Bus Service	Thinking Skills	Handwriting	Expand to all Children	Teacher Parent Relationship	Parent Meetings Should Stress School not Raising Children	More Time	Stable Funding	More Art	Better Self-Concept	Nothing	No Response	Total
41		1	1		1	1		1		1				3	5	14
42												2	1	3	6	12
43		1					1					1		3	7	13
44	1	1		1					1					5	7	16
45														2	7	9
46														1	2	3
47		1	1								1			1	2	6
TOTAL	1	4	2	1	1	1	1	1	1	1	1	3	1	18	36	73

TABLE XIIE

Item 4: What other improvements would you like to see made?

Group	Response Category														
	Less Emphasis on P.E. more on Mind	More Free Time	More Help on Speech Problems	More Teacher Parent Meetings	Better Busing	More Field Trips	Holiday Parties	Program Start When School Year Starts	Expand to all 5 yr. old Children	More Time	Colors	Learning Respect	None	No Response	Total
41	1		1		1								1	7	11
42					1		1	1	2		1		1	4	11
43									1	1		1	2	7	12
44		1		1		2							1	10	15
45									1					8	9
46									1					2	3
47	1								1					3	5
TOTAL	2	1	1	1	2	2	1	1	6	1	1	1	5	41	66

TABLE XIIF

Item 5a: Do you believe this Program should be continued?

	Response Category				
Group	Yes	No	Don't Know	No Response	Total
41	10		1		11
42	11				11
43	12				12
44	15				15
45	9				9
46	3				3
47	4	1			5
TOTAL	64	1	1		66

TABLE XIIG

Item 5b: Give reasons why or why not:

	Response Category									
	Positive					Negative				
Group	Good Program	Helped Child	No Loss to Parent	No Response	Total	Parent Meetings Should Relate to School	No Improvement Seen	Get Rid of Title III	No Response	Total
41	6	2		2	10	1	1			2
42		11	1		12					
43	2	10			12					
44	2	9		4	15					
45		5		4	9					
46		3			3					
47		3		1	4		1	1		2
TOTAL	10	43	1	11	65	1	2	1		4

Item 6: General Comments if desired

41 - First readiness program seen
Did not like emphasis in parent meetings on discipline
Child matured and benefited - 5
Teachers are good
Put program on Kindergarten basis with longer hours
No response - 3

42 - Child enjoys learning and working with parent
Good teacher
Dismiss children on time
Helped child - 3
Fantastic
No response - 5

43 - Helped child - 10
Helped parent
Good teachers
Expand to all five year olds
No response - 1

44 - Don't teach child about Santa Claus, etc. - against parent's belief
Helped child - 6
Enjoyed sharing child's experiences
Hope program is in effect when younger child is ready
Would like to see program extended to first grade
Need more time
Good teacher
No response - 4

45 - Helped child
Always continue as very important - 2
No response - 6

46 - Would like to see program continue
Like individual attention
Like child's attitude
No response - 1

47 - Child not ready for first grade
Too much emphasis on P.E.
Teacher insulted me
Get rid of Title III
No response - 4

} All comments by same respondent

Based upon a review of the parent responses summarized in Table XII, the following conclusions seemed appropriate:

1. The majority of the parents were "highly satisfied" with the program in general (Item 1a). Additionally, there seemed to be no difference in the number of positive endorsements received at any of the seven project sites. This would imply that the Project activities at each of the seven sites met with approximately the same level of parental approval.

2. Apparently the reading, language, math and P.E. portions of the program represent elements which appeal most to the responding parents. (Item 2)

3. In general, the respondents did not single out any particular portion of the program as needing improvement (Item 3)

4. A nearly unanamous response was received to the question "Do you believe this program should continue?" (Item 5). In this instance, 64 of 66 respondents indicated that the program should be continued. This result implies that the project has substantial support among participating families. Furthermore, a demonstration of parental support such as this has a number of implications for District policy makers.

Part B: Project Outputs

According to staff members, Project H.E.E.L.D. has yielded a number of products and processes which have potential for application in other settings. Specifically, a number of documents have been produced and a number of processes have been sufficiently delineated so that their examination by other parties interested in duplicating the present effort is possible.

In the paragraphs which follow, these processes and documents are enumerated in brief:

Staff Selection. The staff selection process used for the Title III Project was derived from the standard District No. 6 hiring procedure. The initial steps of the selection process involved completion of an application and an interview with the Project Director. Subsequently, interviews with the Staff Administrator and the Project Coordinator were followed by a review of the prospect's placement credentials. The final step entailed a decision by the District Superintendent. Utilizing this procedure, the Project assembled a staff which was at once able and dedicated; staff turnover during the year was minimal.

Staff Training. Staff training activities are performance oriented with each participating staff member required to demonstrate specific proficiencies in the following areas:

Communication with parents
Test administration
Test scoring
Test interpretation
Precision teaching
Behavior modification
Planning for visual perception and motor skills activities
Conducting a class according to the Glasser model
Employment of Peabody materials
Employment of DISTAR materials

Selection of Curricular Materials and Activities. During the first year of operation, the following materials and activities have been employed:

DISTAR Language Development Materials
DISTAR Math Materials
DISTAR Reading Materials
Peabody Language Development Kits (1 and 2)
Science: A Process Approach
Frostig Developmental Program of Visual Perception

Recruitment and Selection of Children. The recruitment process begins with a broad based publicity campaign. As a result of the publicity efforts, a list of all potentially eligible children in the District was compiled. The Project Coordinator then established direct contact with the parents of all children listed. Subsequently, the children appearing on the list were grouped according to attendance area and a teacher was assigned to each area. The assigned teacher then tested the children in her area. In carrying out the selection activities, the following tests were employed:

Bender-Gestalt Test
Peabody Picture Vocabulary Test

Based on the decision rules outlined on pages 5 and 6 of this report, 107 children were selected into the program.

Specific placement of a child within a class was based on the previously mentioned tests, as well as the Apell tests, the Frostig* and the DISTAR Placement Tests.

* Frostig Test of Visual Perception, Consulting Psychologists Press, Inc.

Model for Instructional Day. The planning for the employment of the foregoing materials and activities during the first year of operation has eventuated in a model for the instructional day. The general sequence for the model day is outlined on the following page.

MODEL FOR INSTRUCTIONAL DAY

Time Period	Activities *	Group/Individual	Instructor
8:30-8:45	Opening exercises, roll call, share and tell, calendar and date	Large group activity	Teacher or aide
8:45-9:15	DISTAR math lessons (Group A). DISTAR Language lesson (Group B)	Small group (7-8 people) and individual activity	Teacher (GroupA) Aide (Group B)
9:15-9:30 (Optional)	Glasser discussion (Periodic)	Large group activity	Teacher
9:30-9:45	Peabody lesson (selected in coordination with DISTAR materials)	Small group (7-8 people) and individual activity	Teacher and/or Aide
9:45-10:00	Frostig lesson (approximately 20 minutes)	Small group (7-8 people) and individual activity	Teacher and/or Aide
10:00-10:15	Snack Time	Large group	Teacher and/or Aide
10:15-10:45	DISTAR language lesson (Group A) DISTAR Math lesson (Group B)	Small group (7-8 people) and individual activity	Teacher (Group A) Aide (Group B)
10:45-11:15	P.E. activities	Large/small group activity	Teacher and/or Aide
11:15-11:30 (Optional)	Story time	Large group, small group, individual activity	Teacher and/or Aide
	Science: A Process Approach discussion	Large group, small group, individual activity	Teacher

MODEL FOR INSTRUCTIONAL DAY

Continued

Time Period	Activities*	Group/Individual	Instructor
11:15-11:30 (Optional)	Social living discussion	Large group, small group, individual activity	Teacher
Continued			
	Individual activity based on need	Large group, small group, individual activity	Teacher and/or Aide

* In addition, a twenty minute music period is provided three days in one week and two days in the alternate week.

Parent Handbook. A handbook, Your Child and You, has been produced. The purpose of the parent handbook is to provide parents with information and experiences which will help them prepare their children for entry into school. A revised version of the handbook is planned.

Operational Handbook. A Project Operational Handbook has been developed. The purpose of the Operational Handbook is to describe the development, growth and results of the Project in sufficient detail so that the Project model can be used by others interested in replicating H.E.E.L.D.

Summer Maintenance Package. A summer maintenance package has been developed. The purpose of the package is to maintain the level of learning attained during the program. In using the package, the parent serves as the instructor. The package presently consists of learning activities in math, language, reading, P.E. and music. The package also contains two report forms for use by the parent. Samples of the materials from the package are available in limited quantities.

Part C: Informal Results

Because Title III projects such as H.E.E.L.D. are developmental in nature, it becomes important to document the experience of the staff on a periodic basis. That is, the insights which emerge for the staff during the operation of the program represent an important outcome by themselves and should be preserved. To that end, the present section provides an opportunity for the Project staff to summarize their own observations and findings from the past year.

Staff Insights. For those children who participate in the program and who do not perform above the minimal level on the Metropolitan test at the end of the year, available data suggest that these children should not be enrolled in a regular first grade program. Rather, reenrollment in the program or an alternate program is recommended.

A number of learning disabilities were encountered which could not be eliminated in 100 days of specialized instruction. This implies that a longer instructional period or an augmented program may be essential for approximately 10% of the children enrolled.

It is essential that trained substitutes for both teachers and aides be available. Specifically, it is imperative that a roster of substitutes be developed who have received intensive training in the philosophy, goals and instructional techniques of the program.

The Project currently enjoys excellent rapport with the parents of the participating children as well as with the community as a whole. In developing this rapport, it has been necessary to "go the extra mile." For example, the staff has, on many occasions visited the parents in their homes during the evening hours in order to maintain the schedule of parent conferences.

Part D: Status of Project Objectives

The present section of the report deals with the status of all Project objectives at the end of the second operational year. In order to facilitate the display of a large quantity of data, a tabular arrangement has been developed. The resultant table contains the following information:

1. Brief identification of each objective
2. Status of each objective (i.e., whether or not the objective was attained, attain in part, not activated, etc.)
3. A summary of recent activity performed in behalf of the objective
4. The location of the documentation which substantiates the claims made in behalf of the objective

Since similar tables have been used in the preparation of the Project's Brief Accomplishment Reports, the table also serves to document the history of each objective over the three reporting periods of the operational year.

STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional- Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
Major Objective - 1. Percentage of children scoring D or E on MRT will decline	AC P OG				The Metropolitan Readiness Test was administered to all children in the District by September 15, 1972. Analyses of the data collected are found in the Appendix To The Final Evaluation Report, N.W.R.E.L.; October, 1972. Data collection will continue on an annual basis.	Appendix to the Final Evaluation Report, N.W.R.E.L., October, 1972.
a. 80% of Project students demonstrate C level on MRT by end of year					This objective is on-going.	
b. 80% of Project students maintain MRT from end of Project through Fall		NC	NC			
				AT	a. Ninety of ninety-three students or 97% demonstrated C level by end of year	See Table III, Final Evaluation Report
				SJ	b. Assessment of this objective will await Fall term testing	See Chapter IV, Project Outcomes, Final Evaluation Report

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P - Partial
NAT - Not Attained

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AC - Activated
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D - Deleted

NC - No change

STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Project students demonstrate MA growth on Peabody.	AC				The Project staff completed the screening procedures as of October 25, 1972. Approximately 203 children were tested with the Peabody and the Bender.	Evaluation Site Visit - November 1, 1972
	OG					Final documentation of this activity will be included in the Final Evaluation Report or Appendix thereto.
a. 80% of children initially scoring M.A. 5 and below will gain at least 18 mos. M.A.		NC			The work accomplished to date on this objective represents the pre-test phase. The post-test phase will occur at the conclusion of the Project year.	
b. Children initially scoring above N.A. 5 will show no decline in the rating MA/CA			AC		Results of the Pretest (Peabody) have been summarized.	See BAR #3, Exhibit A for the data summary.
				NAT	a. Twelve of fifteen boys tested (80%) gained at least 18 mos. Seven of eleven girls tested (63.5%) gained at least 18 mos. Overall, nineteen of twenty-six students tested, or 73%, attained this objective.	See Table V, Final Evaluation Report See Chapter IV, Project Outcomes, Final Evaluation Report

(Continued)

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2.b. continued				NAT	b. Fifty-five of sixty-eight students tested, or 81%, showed no loss or showed gain	See Table VI, Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Students demonstrate growth on APELL scale scores.	NDAC					
a. Boys: 80% will demonstrate a growth of at least 8 points on the test.		AC OG			The APELL pre-tests have been administered to all Project children. The tests were administered during the week of November 27-December 1. It is anticipated that the results of the pre-test will be incorporated into the next Brief Accomplishment Report.	Samples of teacher logs (in which the date of APELL test administration has been recorded) have been placed in the Project Documentary File.
b. Girls: 80% will demonstrate a growth of at least 9 points on the test			AC		Results of the pretest (APELL) have been summarized.	See BAR #3, Exhibit A for the data summary.
				NAT	a. Twenty-two of sixty-one boys tested, or 36%, demonstrated a growth of at least eight points. (Continued)	See Table VII, Final Evaluation Report. See Chapter IV, Project Outcomes, Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.b. continued				NAT	b. Thirteen of thirty-three girls tested, or 39.5%, demonstrated a growth of at least nine points.	See Table VII, Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional-Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Project students demonstrate growth on Bender-Gestalt	AC OG				This objective was activated with the administration of the Bender-Gestalt test to all prospective Project children. Testing was completed by October 25, 1972.	See Instructional Component, Objective #2, this report.
		NC				
			AC		Results of the pretest (Bender-Gestalt) have been summarized.	See BAR #3, Exhibit A for the data summary.
a. Boys will demonstrate a growth of at least nine (9) points				NAT	a. Thirty-six of sixty-one boys tested, or 59%, demonstrated a growth of at least nine (9) points.	See Table VIII, Final Evaluation Report See Chapter IV, Project Outcomes, Final Evaluation Report
b. Girls will demonstrate a growth of at least eight (8) points				NAT	b. Twenty-five of thirty-three girls tested, or 75.5%, demonstrated a growth of at least eight (8) points	See Table VIII, Final Evaluation Report See Chapter IV, Project Outcomes, Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional - Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. Eighty % of the students will demonstrate an average growth of three (3) scaled points on the Frostig test	NDAC					
		AC OG			The Frostig (pre-tests) have been administered to all Project children. The tests were administered during the week of November 27-December 1. It is anticipated that the results of the pre-test will be incorporated into the next Brief Accomplishment Report.	Samples of teacher logs documenting the dates of test administration have been included in the Project Documentary File.
			AC OG		Results of the pretest (Frostig) have been summarized.	See BAR #3, Exhibit A for the data summary.
				NAT	Forty-nine of ninety-three students tested, or 52%, demonstrated an average gain of three scaled points.	See Table IX, Final Evaluation Report See Chapter IV, Project Outcomes, Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
6. It is anticipated that Project students will average at least 1.9 years on the reading achievement test administered at the end of the first grade.				AT	Project students enrolled in the Project for more than 100 days averaged 2.36 years on the total reading achievement portion of the Metropolitan Achievement Test.	See Table X, this report.
7. It is anticipated that Project students will average at least 2.9 years on the reading achievement test administered at the end of the second grade.				NDAC	-----	

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. DISTAR Language	NDAC	AC			The teachers have initiated instruction utilizing the specified materials. Two approaches to documentation of teaching activities are being implemented this year: a. The teaching plans serve as one form of documentation. b. An instructional summary form is also in use. The instructional check sheet indicates the frequency of usage of the various curricular methods and materials.	Sample copies of teaching plans have been placed in the Project Documentary File. Additionally, sample copies of the instructional check sheet have been placed in the Project Documentary File.
			AC OG		No change; the requisite materials are being used and documentation of their use is being undertaken.	See BAR #3, Exhibit B for a sample copy of the process objective check sheet.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. continued				U	Instructional checklists for three of the seven sites are with the Project evaluator. Unfortunately, assessment of this objective, as specified in the criterion for its attainment, has been rendered difficult because the total number of instructional days cannot be gleaned from the instructional checklist.	
2. DISTAR Math	NDAC	AC	AC	U	See Instructional Process Component, Objective #1.	See Instructional Component; Process Objective #1.
3. DISTAR Reading	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "
4. Peabody Language Development Materials	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "
5. PE activities	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "
6. Frostig Developmental programs	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "
7. Taba techniques	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
continued						
8. Social Living units	NDAC	AC	AC	U	See Instructional Process Component, Objective #1.	See Instructional Component: Process Objective #1.
9. Glasser class meeting techniques	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "
10. Science: A process approach	NDAC	AC	AC	U	" " " " " " " " " " " " " " " " " "	" " " " " " " " " " " " " " " " " "

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Instructional-Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
11. At least 4 field trips taken	NDAC	NDAC	NDAC		The field trips are planned for Spring Term. The following field trips were taken Spring Term: No. of classes participating — Destination 1 — Subdivision in a Bldg. project 4 — City Fire Dept. 5 — Library 5 — Planetarium 2 — City Park 2 — Post Office 2 — Dairy Farm 2 — Rural Fire Department 2 — Airport 1 — School Cafetaria lunchroom 26 Total Thus, the criterion for this objective was surpassed.	A copy of a list of the field trips taken has been placed in the Project Documentary File. See Exhibit A, Final Evaluation Report for a write-up of the Library field trip.
				AT		

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff & Materials Development-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. Teachers prescribe behavior modification	NDAC	AT	-	-	The Project Coordinator indicated that all of the teachers have performed satisfactorily on this objective. The written prescriptions have been placed in the Project Documentary File.	See Exhibit B/BAR #2 for a copy of a hypothetical case and sample of one teacher's prescription.

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NDAC - Not Due for Activation

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff & Materials Development: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Eighty percent (80%) of the Project teachers will be able to demonstrate properly the use of the DISTAR teaching technique.	NDAC	AT	-	-	During the training workshops (November 6 and 7) the Project Coordinator reviewed the performance of all staff members on this objective and Objective #3. The staff coordinator's log for those two days indicates that all staff members were adjudged to perform satisfactorily on each of the two objectives.	A copy of the Project Coordinator's log (November 6 and 7) has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff & Materials Development-Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Eighty percent (80%) of Project teachers will conduct a class meeting a la Glasser as evidenced by a demonstration with Project staff.	AC OG				At present, six of the seven Project teachers (85%) have conducted demonstration classes in the Glasser fashion. The demonstration classes have been conducted as part of the staff training program. The training program is still in process. A demonstration by the remaining teacher is expected to occur before the end of the training phase (11/15/72).	Final documentation of this activity will take the form of checklist ratings by the Project Coordinator.
		AT			See Staff and Materials Development Component, Product Objective #2.	See Staff and Materials Development Component, Product Objective #2.
			-	-		

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

OMPONENT: taff and Materials evelopment-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
. Project teachers will develop a revised social living curriculum	AC OG				According to the Project Coordinator, the staff has met together and discussed the curriculum. Some revisions have already been effected. Work on this objective will continue through 11/28/72.	Documentation will be effected by means of log entries at the time when the units are completed.
		AT	-		The unit has been developed.	The teachers' judgements as well as a copy of the family unit have been placed in the Project Documentary File
. Project teachers develop summer maintainence packages	NDAC	NDAC	AC		A staff meeting has been held to establish format and content of the summer maintainence packages.	A summary of the initial round of deliberations has been placed in the Project Documentary File.
				AT	Project Evaluator reviewed a copy of a summer maintenance package. The requisite four elements and a return form were included.	Portions of the summer maintenance package have been placed in the Project Documentary File. See Exhibit B, Final Evaluation Report for a copy of a cover letter and a return form.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff and Materials Development-Process	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. Workshop for staff on P.E. activities	P OG				To date, one workshop has been held. All fifteen staff members attended. A second workshop is scheduled for 11/8/72.	A copy of the Project Coordinator's Log and a copy of the P.E. workshop agenda have been placed in Documentary File #2.
		P OG			The second workshop was cancelled due to inclement weather.	See Exhibit C/BAR #2 for entry in Coordinator's Log dated 11/8/72.
			NC		No change	
				AT	Criterion for attainment of this objective was "80% of staff will attend workshop." Since all fifteen staff members attended, this objective was attained.	

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff and Materials Development-Process	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Music workshop	AC				A formal Music workshop session is scheduled for 11/10/72.	Evaluation site visit - 11/1/72. Final documentation of this objective will take the form of the workshop agenda. A copy of the Project Log documenting this activity has been placed in Documentary File #2.
		AT			A formal Music Workshop was held November 10, 1972. Ruth Brewster presented the workshop.	A copy of the workshop agenda is included in BAR #2, Exhibit D.
			-	-		

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Staff and Materials Development - Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Classroom discipline activities workshop	AC				A formal workshop session centering on Classroom discipline activities is scheduled for 11/8/72. The Project Evaluator observed one informal workshop session on 11/1/72 dealing with classroom discipline. A speaker, Dr. Betty Lou Dunlop, S.O.C., presented some background information on establishing classroom climate to the entire staff.	Evaluation site visit - November 1,197. Final documentation of this activity will take the form of a workshop agenda.
		AT			The second workshop was held November 10, 1972.	The workshop agenda has been incorporated into the Project coordinator's log. See Exhibit C, BAR #2 for log entry dated November 8, 1972.
			-	-	This objective was attained by means of the two workshops.	

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

OMPONENT: Management-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. PMT will compile a list of participants	AT	-	-	-	An intensive publicity campaign involving TV announcements, radio announcements direct mailings, newspaper articles and newspaper advertising yielded a list of 213 names of five year old children residing in the District. Subsequent testing of 213 children led to the selection of approximately 107 children. Invitations have been sent to the 107 children who were selected.	See Exhibit A, BAR #1, for a copy of a letter sent to parents of eligible, children, a copy of the permission form, and a copy of the letter sent to parents of children placed on a waiting list. Documentary File #2 contains a copy of the list of 216 originally listed children.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Coordinator will select participants	AT	-	-	-	See Management Component, Product Objective #1 and Instructional Component, Objectives #2-5.	See Exhibit A, B.A.R. #1.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Provide opportunities for parents to meet with Project staff.	AC				To date, meetings have been scheduled with parents for the following dates: Richardson School - November 13, 1972 Sam's Valley & Gold Hill - Nov. 14, 1972 Jewette & CPE Schools - Nov. 16, 1972 In addition, a District-wide evening meeting is scheduled for Nov. 9, 1972	Evaluation site visit - November 1, 1972 Final documentation will be recorded in the Project Log. Located in Documentary File #2.
		AC			The opportunities for parents to meet with staff were made at the following times: - District-wide meeting November 9 - Parents met with teachers in homes at time of initial screening - Parents were invited to meet with teachers on day before school began	Pertinent log entries have been made and have been placed in the Project Documentary File.

Continued

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P - Partial
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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Continued			AC OG		According to the Project Coordinator, three rounds of meetings with parents have been held and a fourth series is currently underway. In addition, parent conferences have been held (week of February 5-16) and were documented on the Teacher Conference Sheet schedules. The total number of parent conferences per teacher are presented on the following table. Parent Conferences Per Teacher Murphy 15 of 15 Bostwick 16 of 16 Parke a.m. 15 of 15 Parke p.m. 12 of 14 Jenkins 15 of 15 Russell 16 of 16 Shearer 15 of 16 104 107 (Continued)	A sample of the log entries documenting these meetings has been placed in the Project Documentary File. Sample copies of the conference sheet schedule have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. continued				AT	According to the Project Log, a letter was sent to all parents of all five year old children in the district informing them of meetings on March 9 and March 15th. At these meetings Dr. Treasure Wheeler, Optometrist specializing in children's vision, spoke to parents about the relationship of vision to the learning process. Additionally, the following parent group meetings were held to discuss the need for consistent and positive approaches to behavior change: Sam's Valley - April 3 & 17; May 1 & 15 Patrick - April 11 & 25; May 2 & 16 Jewett - April 6 & 20; May 4 & 18 Central Point Elem. - April 12 & 26; May 9 & 18 Richardson - April 13 & 27; May 11	A copy of the Project Log has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Project staff will produce an operation handbook	AT	-	-	-	The first printing of the Project's Operations Handbook resulted in 400 copies. The Handbook was available by mid-October, 1972. A review of its contents reveals that all of the elements detailed in the criterion statement of this objective have been incorporated in the Handbook, although these elements are not distinctly labeled. Additionally, however, it should be noted that the Handbook contains much more detail than was required by the criterion portion of this objective.	Documentary File #2 contains a copy of the Operations Handbook.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. Project staff will initiate classes on November 27, 1972, and continue until June 6, 1973.	NDAC	AC	NC		The classes were initiated in all seven sites on November 27, 1972.	The Project coordinator's log contains an entry which documents the beginning of classes. The log entry has been placed in the Project Documentary File.
				AT	The last day of classes was June 6, 1973, with several parent conferences held June 7, 1973	The Project Coordinator's log contains an entry which documents the end of classes. The log entry has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
6. All student participants will be evaluated after testing. (The prescription is for use by the receiving first grade teacher.)	NDAC	AC			The Project students were assessed during the first week of school (November 27-December 1). Two forms of documentation substantiate this finding: a. The teaching plans indicate that the testing was planned for the above dates. b. A summary of the resultant data has been placed in the Project Documentary File. While the data have been reduced, the summary analysis has not yet been performed.	See sample teacher lesson plans in Project Documentary File. Also see data summary sheets in Project Documentary File.

CONTINUED

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Product	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
6. Continued			AC		Summary analyses have recently been completed, although the original test data have been in the hands of the teachers since the time of the test administration.	See Instructional: Product Objectives 2-5; BAR #3.
				AT	Summary analysis were produced for all Project children.	See Instruction: Product Objective 2-5; Final Evaluation Report

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management - Product	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
7. District payroll clerk will provide Federal payroll reports for the Project.	NDAC	AC			The first payroll reports have been prepared.	A sample copy of one of the reports has been placed in the Project Documentary File.
			AC	AT	Additional payroll reports (e.g., Jan 9, 1973) have been prepared since the previous report.	

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. PMT will mail 3,600 general letters to the public	AT	-	-	-	According to the Project Coordinator, 3,582 letters were printed at the District Office. The planned documentation effort called for printing and mailing invoices to be placed on file. However, no invoice was generated due to the in-house nature of this operation. The Project Secretary inserted 1200 letters into the Central Point water bills for the month of August. Additionally, 2,382 letters were sent to rural mail box holders in the communities of Gold Hill, Sam's Valley and Central Point.	See Exhibit B, B.A.R. #1, for a copy of the mailing list.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. PMT will prepare a newspaper article to inform general public about Project.	AT	-	-	-	At least one newspaper article was prepared and printed. An additional news article (relating to the National Validation Team visit) has been prepared and published.	See Exhibit C, BAR #1, for a copy of the newspaper article. A copy of the news article has been placed in the Project Documentary File.
3. PMT will prepare an advertisement regarding the Project.	AT	-	-	-	At least one newspaper advertisement was prepared and printed.	See Exhibit C, BAR #1, for a copy of the advertisement.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management - Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Written article in FOCUS newsletter must be prepared by PMT	NAC	NAC	AT	-	The FOCUS article has been prepared and published. (See FOCUS, March, 1973).	A copy of the March, 1973 edition of FOCUS has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Process	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. Radio-TV coverage-provision must be made for radio and TV coverage by PMT.	AC	AT	-	-	On September 6, 1972 a letter was sent to KMED radio and TV, KYJC, KBOY, and KOBI TV, indicating the text of the announcement to be made regarding the Title III program. A TV tape has been prepared and been broadcast on a local station on the following dates: December 5, 1972 December 7, 1972 December 9, 1972	See Exhibit D, BAR #1, for a copy of the letter. The Project Coordinator's log contains entries documenting the date of the media announcements.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
6. Personal contact made by Coordinator of all children identified as eligible.	AT	-	-	-	The Project Coordinator indicates that she personally contacted the parents of 212 of the 213 children who were tested.	Sample log entries contained in Documentary File #2.
7. The complete list of eligible participants will be split into seven sections which coincide with the seven attendance areas, and each teacher will be assigned a section to contact prior to October 20, 1972. Assignments will be made by PMT.	AT	-	-	-	The teachers were assigned to seven attendance areas. The children were assigned to learning sites according to these attendance areas.	Documentary File #2 contains a sample copy of the assignments (by attendance areas).

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management - Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
8. Teachers will contact all parents on list.	AT	-	-	-	See Management Process Component, Objective #9 below.	See Management Process Component, Objective #6.
9. Each teacher will test the students in her assigned area (with aide help if needed) completed by October 30, 1972.	AT	-	-	-	Each teacher visited and tested the children in her own area. The assignment sheets contain test results. Since the testing was accomplished in the homes, it is evident that parents were contacted. The teacher logs also contain entries indicating the dates of home visits.	See Management Process Component, Objective #6.
10. Program management team will select participants (based on test data) by October 30,1972.	AT	-	-	-	The Project staff has reviewed the test results and selected children into the program according to a priority system outlined in the Project Progress Report, October 30, 1972. As a result of this review, approximately 109 invitations were sent to parents on October 31, 1972. The test results have been compiled according to the procedure outlined in the Evaluation Plan.	See Exhibit E, B.A.R. #1, for a copy of the Project Progress Report. See Exhibit A, B.A.R. #1, for a copy of the invitation. Documentary File #2 contains a copy of the final list of selected students.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management - Process	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
11. Final commitment will be obtained from the parents in writing by November 10, 1972.	NDAC	AT	-	-	The parent or guardian of each participating child has signed a copy of the "release form". The forms are on file in the Project Coordinator's office.	A sample of one completed parental release form has been placed in the Project Documentary Files.
12. Regular meetings (that is, weekly, bi-monthly, monthly) will be held in each attendance zone from December 1 through May 31.	NDAC	AC			The first round of meetings was held in November.	The meetings were documented by entries in the teacher logs, a sample copy of which has been placed in the Documentary File.
			AC OG		The second and third series have been held and the fourth series is currently in process.	Log entries supporting these activities have been placed in the Project Documentary File.
				AT	See Management Product Component, Objective #3.	See Management Product Component, Objective #3.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
13. Coordinator will train parents in the use of behavioral techniques using Living with Children.	NDAC				A presentation covering this topic will be made.	
		NAC				
			AC		Parents at three sites are in the process of using the book.	Log entries supporting these activities have been placed in the Project Documentary File.
				AT	A presentation covering this topic was made at parent meetings.	Log entries supporting these activities have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management-Process Objective	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
14. Coordinator will train parents in some language development skills by using Give Your Child a Superior Mind.	NAC	NAC	AC		Presentations relating to this topic have been held at three of the sites, thus far.	Log entries supporting these activities have been placed in the Project Documenttary File.
15. Coordinator will hold general session involving discussions about child rearing techniques using films, tapes, etc.	NAC	NAC	AC		Each training session deals with this topic.	The training sessions have been documented by entries in the Project Coordinator's log. Copies of the log entries have been placed in the Project Documentary File.
				AT	Each training session deals with this topic.	The training sessions have been documened by entries in the Project Coordinators log. Copies of the log entries have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Process	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
16. Parents not attending an organized group meeting regularly, will be contacted at least once a month by the coordinator or the teacher either by phone or in person.	NAC	NAC	AC		Parent contact check lists are maintained at all sites. The teachers indicate that frequent contact is maintained with the parents (at least monthly).	A sample parent contact log has been placed in the Project Documentary File.
				AT	In addition, all parents are invited to the periodic parent meetings.	BAR #3, Exhibit C contains a sample of the invitational letter.

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STATUS OF OBJECTIVES

PROJECT: H.E.E.L.D.

COMPONENT: Management: Process	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
17. PMT will meet with teachers in accordance with the following schedule to ascertain project progress, problems, etc., 15 Mondays; January - June.	NDAC	AC	AC OG	AT	The PMT meets weekly with the staff to discuss the Project. Five staff meetings were held in April, four in May and two in June.	Copies of staff meeting agendas and announcements (e.g., January 22, March 5 and March 26) have been placed in the Project Documentary File. A list of the meeting dates has been placed in the Project Documentary File
18. Teachers will employ DISTAR tests.	NDAC	AC	AC OG	AT	At this point, all students are engaged in the DISTAR materials and testing sequences. See Instruction Process Component, Objective #1-3.	A copy of a teacher record has been placed in the Project Documentary File. See Instruction Process Component, Objective #1-3.

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CONCLUSION

Based upon the findings presented in the previous sections of this report, the following conclusions appear warrented:

1. The Project staff accomplished the majority of the management and training objectives.
2. The instructional process objectives were closely monitored during the past year and there is a good basis for believing that the Project's instructional model was followed rather closely by the teams at the seven sites. The documentation process for the instructional process objectives is adequate with one exception. That exception entails the identification of the number of instructional days upon which a given site operates. The variations in operating days at the seven sites (caused by snow closures and illness) made it difficult to assess the final attainment of the process objectives even though the daily records were relatively complete.
3. The Project's material development efforts have been quite successful to date with a number of significant products being produced.
4. Parental acceptance of the Project is apparently quite high. No differences in the levels of acceptability of the Project among parents at any of the seven sites were detected.
5. The majority of the instructional objectives were not attained. However, there are two facts which inhibit a strong interpretation

of this finding. First, the objectives which relate most highly to the Project's rationale were attained. Second, even though the remaining objectives were not specifically attained, significant student growth was demonstrated in each case. Thus, the only recommendation to be made at this point is that staff members should probably review the criterion levels for the project objectives in light of the results from the present.

6. Perhaps the most significant issue facing the Project staff during the coming year is the preparation for validating the present effort at other sites, outside the District. Planning for and implementing activities in this arena will represent time-consuming tasks for which resources should be made available in advance of need.

END OF REPORT

E X H I B I T S

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EXHIBIT A

May 10, 1993

[illegible] wrapped their Mothers' day gift. Shannon and Joannie [illegible]. Mrs. Gone was present today when they took their gifts home.

Bobby's behavior with Joannie and Shannon - screaming in the bathroom. Shannon's behavior has been deteriorating. Bobby has to be watched constantly - his behavior changed when his mother went to work.

Mike has often commented today on how well the class behaves on the bus. The library visit included a story teller and a tour of the library. The storyteller asked them to draw a picture of a "peanut butter impossible sandwich" from one of her stories. We did this after we returned.

EXHIBIT B

Dear Parents,

This is your child's "summer maintainance kit." We have tried to plan it to include material from all areas in which your child has worked this year.

These materials are designed to assure that your first grader enter school in the fall with all the skills he learned in the kindergarten. So it is important that you complete the material as suggested by his teacher.

Your child knows that if you and he finish the packet there will be several prizes for him. If you finish the first half of the package by July 13 and return the card to his teacher, he may pick up his prize at the Central Point Elementary School in the main hallway between 10 and 12 o'clock on Friday, July 13.

His final prize may be picked up when he returns his completed package on the first day of school in the fall.

Happy Summer Days!

Sincerely,

Jean Nelson

Jean Nelson
Title III Coordinator

Exhibit B

DEAR TEACHER,

I HAVE FINISHED THE FIRST HALF OF MY SUMMER PACKET.

I WILL BE AT CPE TO PICK UP MY PRIZE ON JULY 13.

_____

Childs Name

EXHIBIT B

DEAR TEACHER,

I CAN'T BELIEVE I DID THE WHOLE THING!
I WILL BRING MY PACKET BACK TO FIRST GRADE FOR MY SECOND PRIZE.

_____

Childs Name

APPENDIX

Educational Pacesetter Award

Presented to

Helping Eliminate Early Learning Disabilities

in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 20th day of June, 1973.

Arthur Ballantine
Chairman

Gerald O'Khuempke
Executive Secretary

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Oregon Board of Education

Commendation

For Outstanding Public Service

I, Dale Parnell, Superintendent of Public Instruction, do, in the name and by the authority of the Oregon Board of Education, hereby commend

Central Point School District No. 6

for its project, HELPING ELIMINATE EARLY LEARNING DISABILITIES

4-12-73
Date

Dale Parnell
Superintendent of Public Instruction